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ABSTRACT

This handbook, for use in a prevocational program providing special education students in high school with occupational skills, provides guidelines and teaching procedures for use in implementing a program at district or school level. An overall description of the program delineates roles and responsibilities of all program participants, and suggested occupational skills units provide learning activities for the handicapped, resource lists, and behavioral objectives for specific jobs within nine occupational clusters. For each of those jobs or groups of jobs, related subject areas and materials lists are correlated with specific occupational experiences. Program evaluation sheets, a vocabulary list, a bibliography, and generalizations for career education complete the handbook, developed by teachers, counselors, administrators, and representatives from organized labor. (AG)

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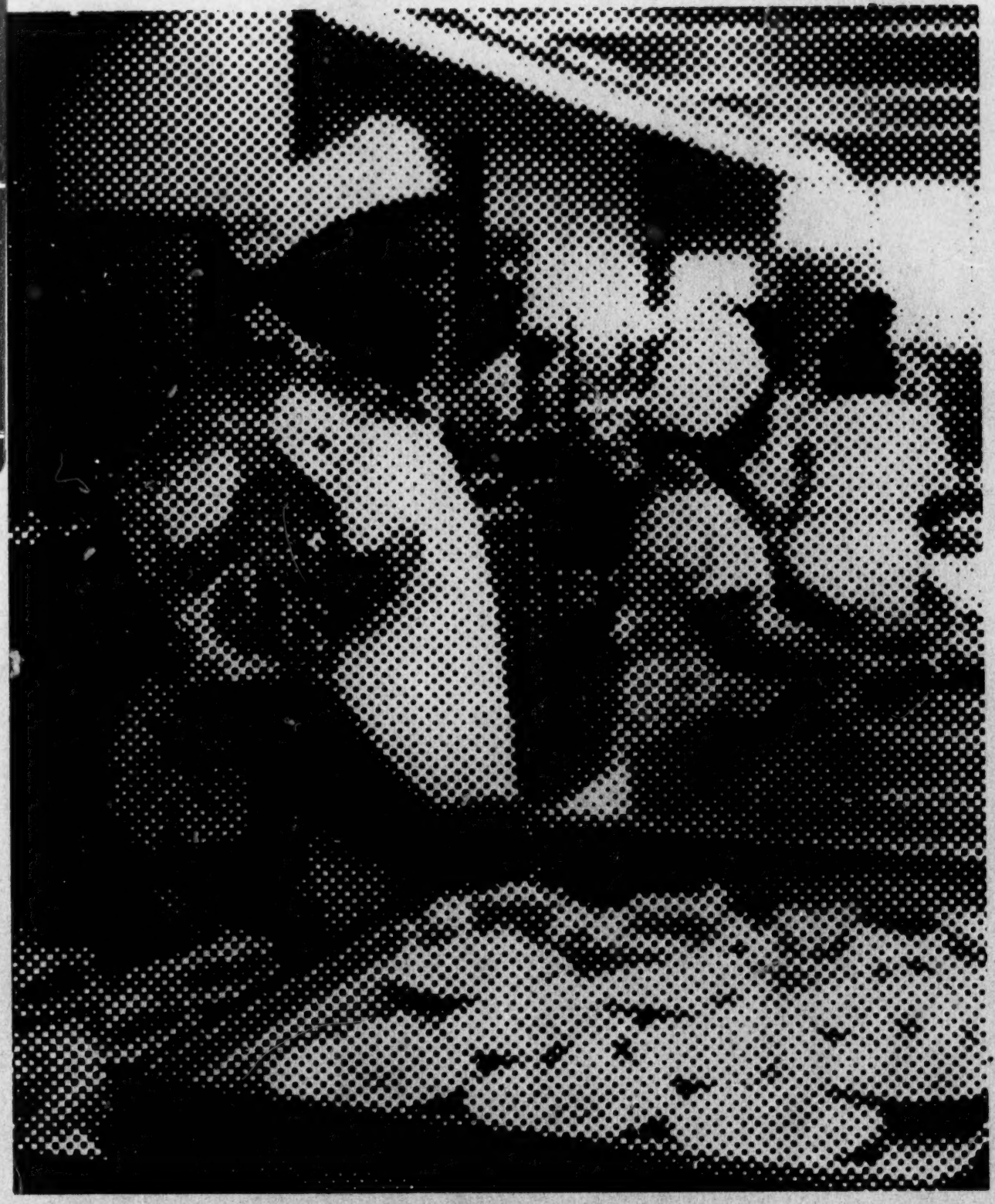

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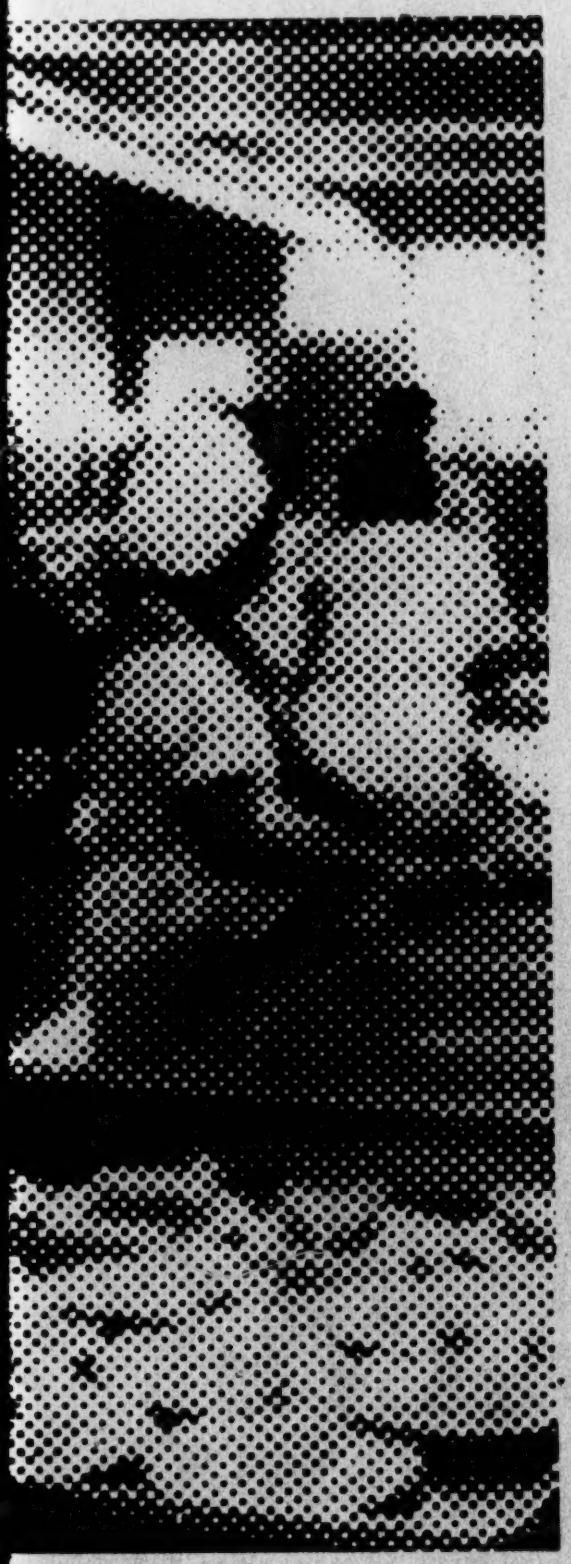

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OCCUPATIONAL SKILLS PROGRAM HANDBOOK

VOCATIONAL - TECHNICAL EDUCATION

A Handbook for the
Occupational Skills Program
for Special Education Students

OFFICE OF INSTRUCTIONAL SERVICES
DEPARTMENT OF EDUCATION
STATE OF HAWAII • 1971
TAC 72-4221

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VOCATIONAL - TECHNICAL EDUCATION

A Handbook for the
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OFFICE OF INSTRUCTIONAL SERVICES
DEPARTMENT OF EDUCATION
STATE OF HAWAII • 1971
PRINTED BY THE OFFICE OF LIBRARY SERVICES/TAC
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PREFACE

The restructured secondary vocational-technical education progr
fulfill the needs of the many youngsters in search of relevant occupati
will unite an individual with a suitable curriculum in such a way that
pursue his occupational goal--be it immediate entry into an occupatio
the community colleges, trade schools or apprenticeship programs,

The Occupational Skills Program, a sub-program within the rest
fically for special education students--the handicapped youths of our
the Department of Education's Special Education Program by providi
ences for these students, to help them in their quest for a meaningfu
in their adulthood.

This handbook was developed to provide sufficient guidelines for
Occupational Skills Program.

SHIRO AMIOKA
Superintendent of Ed

PREFACE

red secondary vocational-technical education program for Hawaii is designed to
the many youngsters in search of relevant occupational preparation. The program
dual with a suitable curriculum in such a way that he will be better equipped to
ional goal--be it immediate entry into an occupation, to continue his training in
leges, trade schools or apprenticeship programs, or to aspire toward a profession.

nal Skills Program, a sub-program within the restructured program, is speci-
education students--the handicapped youths of our state. This program reinforces
Education's Special Education Program by providing actual occupational experi-
udents, to help them in their quest for a meaningful and satisfying job fulfillment

was developed to provide sufficient guidelines for the implementation of the
s Program.

SHIRO AMIOKA
Superintendent of Education

ACKNOWLEDGEMENT

We gratefully acknowledge the contributions of the following participants of this material:

Administrators

Ted Abear
Esmond Chun
Michael Hazama
Stanley Kau
Morris Kimura
Paul Kobayashi
Gordon Kushimaejo
Gordon Kuwada
Stanley Lau
Ronald Martin
Mamoru Matsumura
Kiyoshi Minami

District Staff

Laurence Capellas
Lois McCartney
Miles Muraoka
Rene Nishikawa
Champ Ono
Edward Sakai
Toshio Seki
Violet Todoki

Occupational Skills

Lawrence Fu
Jack Hirai
James Nakan
John Wilkers

Teachers and Counselors

James Abe
Jessie Augustin
Adeline Choi
Dennis Dung
John Festa
Ronald Fuchigami
Arnold Fujii
Arthur Fujita
Sandra Garrett
Vivian Gordon
Joseph Gregas, Jr.
Doris Hattori
Phyllis Hee
Doris Higa
Daniel Hipa, Jr.
Rose Ho
Roy Ichinose
Hiroshi Ige
Lamaar Jenson
Hideo Kanetsuna
Yuri Kanzaki
Alfred Kaumeheiwa
Henry Kubota
Raymond Lau
Tressie Lavin
Ling Mark
Barbara Mason
Robert McKellar
Glen Muramoto
Shizue Murashige
Brian Nakashima
Etta Ho Nip
Herbert Okano

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Morris Kimura
Paul Kobayashi
Gordon Kushimaejo
Gordon Kuwada
Stanley Lau
Ronald Martin
Mamoru Matsumura
Kiyoshi Minami
Raymond Miyasato
Fred Murata
Toshiyuki Nakasone
Isamu Nojima

Occupational Skills Program Coordinators

Champ Ono
Edward Sakai
Toshio Seki
Violet Todoki
Lawrence Fukumoto
Jack Hirai
James Nakamura
John Wilkerson

Doris Hattori
Phyllis Hee
Doris Higa
Daniel Hipa, Jr.
Rose Ho
Roy Ichinose
Hiroshi Ige
Lamaar Jenson
Hideo Kanetsuna
Yuri Kanzaki
Alfred Kaumeheiwa
Henry Kubota
Raymond Lau
Tressie Lavin
Ling Mark
Barbara Mason
Robert McKellar
Glen Muramoto
Shizue Murashige
Brian Nakashima
Etta Ho Nip
Herbert Okano
Howard Okimoto
Glenn Oura
Thomas Saito
Stephen Shibuya
Richard Taira
Robert Takahashi
Lincoln Takenaka
Sachi Takeuchi
Ronald Uchida
Allen Yokomoto
Lillian Yonamine

(continued)

State Staff

Mrs. Emiko Kudo, Administrator, Vocational-Technical Educatic
Mr. Thomas Hatakeyama, Program Specialist, Agricultural Educ
Dr. Lawrence Inaba, Program Specialist, Industrial-Technical E
Mr. Frank Kanzaki, Program Specialist, Industrial Arts Educati
Mrs. Barbara Nakagawa, Program Specialist, Home Economics
Mrs. Florence Sakai, Program Specialist, Business Education

Labor Union Representatives

Mr. Harold De Costa, Director of Training, Carpenters Union
Mr. David Thompson, Educational Director, ILWU Local 142
Mr. Antone Kahawaioloa, Jr., Business Agent, General Trades,
Mr. Takeshi Kouchi, Oahu Division Representative, ILWU Local
Mr. Toyomasa Oshiro, Office Manager, ILWU Local 142
Mr. Alan Moon, Training Coordinator, Hotel and Restaurant Em
Union, AFL-CIO Local 5
Mrs. Marsha White, Staff Assistant, Hotel and Restaurant Empl
Union, AFL-CIO Local 5

Workshop Consultants

Mrs. Lenora Gross, former Coordinator of Vocational Educatio
of California (1969)
Mrs. Glee Saunders, Program Officer for the Handicapped Pers
Washington, D.C. (1970)

Participating Schools

Aiea High School	Farrington High School	Kapaa High Sc
Baldwin High School	Kahuku High School	Konawaena Hi
Campbell High School	Kailua High School	Leilehua High
Castle High School	Kaimuki High School	McKinley High

Mrs. Renee Nishikawa, Beginning Teacher Supervisor, Special
Fukumoto, Coordinator, Occupational Skills Program, Honolulu Dist
compiling the materials for the original draft of this handbook.

ACKNOWLEDGEMENT (Cont.)

trator, Vocational-Technical Education
Program Specialist, Agricultural Education
ram Specialist, Industrial-Technical Education
am Specialist, Industrial Arts Education
Program Specialist, Home Economics Education
ram Specialist, Business Education

ctor of Training, Carpenters Union
ational Director, ILWU Local 142
r., Business Agent, General Trades, ILWU Local 142
Division Representative, ILWU Local 142
ice Manager, ILWU Local 142
Coordinator, Hotel and Restaurant Employees and Bartenders
5
Assistant, Hotel and Restaurant Employees and Bartenders
5

r Coordinator of Vocational Education in the Stockton School District

ram Officer for the Handicapped Persons, U.S. Office of Education,
0)

rington High School	Kapaa High School	Nanakuli High School
huku High School	Konawaena High School	Waialua High School
lua High School	Leilehua High School	Waianae High School
muki High School	McKinley High School	Waipahu High School

ginning Teacher Supervisor, Special Education, and Mr. Lawrence
ational Skills Program, Honolulu District, were responsible for
original draft of this handbook.

THE OCCUPATIONAL SKILLS PROGRAM

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INTRODUCTION

This material is intended for the Occupational Skills Program in Voca Education which is designed for the Special Education students in our high basically is for skill development in performing simple and specific job ta of occupations which have been identified to be those that offer employmen students. The program also affords these students the opportunity to expl career possibilities. The program concentrates on the development of ro performed under close supervision.

The Occupational Skills Program supports the Department's Special E the handicapped, which is to help the students develop into socially adjuste and vocationally competent contributing members in our society.

The development of this material began in a workshop in the summer special education and vocational-technical teachers, guidance and counseli istrators from participating schools. The workshop group also included th Specialists of the Vocational-Technical Education Branch. The consultant was Mrs. Lenora Gross, former Coordinator of Vocational Education in th of California.

In the ensuing summers of 1970 and 1971, similar workshops were he high schools and districts which were scheduled to implement the Occupati The original material developed in 1969 was further refined and revised in 1971. The consultant for the 1970 workshop was Mrs. Glee Saunders, Pro Handicapped Persons, U.S. Office of Education, Washington, D.C. The c participants have been included in this publication.

The suggested instructional units included in this publication have bee out with representatives of organized labor to ensure relevancy of occupat by students for employment.

This handbook includes an overall description of the program, the del sibilities of all program participants and suggested occupational skills uni tional materials that should be helpful for total program planning at the di

INTRODUCTION

nded for the Occupational Skills Program in Vocational-Technical
ned for the Special Education students in our high schools. This program
elopment in performing simple and specific job tasks belonging to clusters
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lso affords these students the opportunity to explore the many different
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ent.

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participants and suggested occupational skills units with related instruc-
uld be helpful for total program planning at the district and school levels.

AN OVERVIEW OF HAWAII'S RESTRUCTURED VOCATIONAL-TECHNICAL EDUCATION PROGRAM FOR SECONDARY SCHOOLS

There is a kind of occupational program for every student. The Department of Education has three newly structured programs to offer in Vocational-Technical Education in order to fulfill the needs, wishes and potentialities of differing individuals in their preparation for the opportunities that exist today and will exist tomorrow in the working world.

Basically all three programs were designed to increase the options available to individuals--to take employment at entry level jobs, to move toward occupational specialization at community colleges, technical schools and in apprenticeship programs, or to continue on into preparation for professions.

It must be noted here that Vocational-Technical Education is separated from Practical Arts Education. The Practical Arts Program is concerned with helping the individual to respond sensitively to the technological developments and to cope effectively with the consequences in his personal life. The Vocational-Education Education program, on the other hand, is aimed at motivating and enabling the individual to proceed purposefully in his occupational pursuit.

The total program was developed in accordance with the Master Plan for Vocational Education which established the following guidelines:

1. The occupational needs of individuals rather than the categories of occupations must be given sharp focus. The emphasis is more on people in need of preparation for work than upon occupations in need of people, although the need for congruence between the two is clearly recognized.

2. The Vocational-Technical program must serve persons in all categories of occupational life, except the professions which are served by the professional schools. This will include education in a wide range of skills and knowledge through a wide range of age groups, for both sexes, all races, and for persons at various social, educational, and economic levels.

3. High priority must be given to those with special needs who suffer from academic, socio-economic and other handicaps which prevent them from succeeding in their pursuit of an occupation.

4. The program must be so planned and structured to enable individuals to exercise their right to select the means through which they can fulfill their personal and social goals at the same time that career goals are being achieved; this is essential to the individual's sense of worth.

5. The total education of the individual should be the major concern of the vocational-technical program rather than the concern for training in technical skills. General educational development and vocational-technical skills are both essential components of occupational success. The basic educational requirements for most jobs have risen in light of the effect of technological advances. The learnings which in the past have been considered to be general education are essential as part of the preparation for work. This is being felt in the following ways:*

   a. More and more jobs are dependent upon the increasing amount of general education as a prerequisite for learning their specialized aspects.

   b. The skills and understandings developed by general education, especially those of a verbal, scientific, and mathematical nature, turn out to be the actual occupational skills of more and more occupations.

   c. A substantial amount of general education is needed to provide the future worker with the intellectual tools he will need for continued learning.

6. The trend toward an increased amount of technical content in most occupations suggests a greater need for preparing workers for technical occupations. More jobs will take on the character of technician occupations. Many of those will also reflect the growing shift to occupations which are oriented toward the social and personal services in a changing world of work and leisure.

---

*Norman C. Harris, "Technical Education in the Junior College/New Programs for New Jobs," Washington, D.C.: American Association of Junior Colleges, 1964, p. 27. (A study of occupational trends and educational requirements.)

7. Effective guidance and counseling must assume a place of major importance. It is clear that the systematic preparation for sound vocational choice is a necessary foundation on which the vocational-technical education program must be erected.

8. Vocational-technical education must be planned as open-ended, continuous education with its major responsibility being to develop a readiness and a capacity for a lifetime of learning and relearning of occupational knowledge. In the past there has been a tendency for most pre-employment vocational-technical education to be planned as terminal education although provisions were made for periodic updating. It is now clear, with the effects and implications of accelerated technology on jobs, that no form of education, vocational or non-vocational, can become terminal.

9. Vocational-technical education programs should be organized for maximum articulation from the secondary level to the community colleges and from the community colleges to the four-year institutions.

10. The secondary programs in vocational-technical education should increase the options available to individuals--to take employment at entry level jobs, to move toward occupational specialization at community colleges and technical schools, or to continue on into preparation for professionals.

11. The secondary school programs should provide basic skills and concepts which apply universally to clusters of occupations. The post-secondary programs in vocational-technical education will provide the occupational specialization desired by individuals.

12. The image and prestige of vocational-technical education should be improved through counseling, research and other techniques.

As a result of instruction in the secondary school's vocational-technical education program, the individual should be able to:

. Be prepared to enter a selected post secondary vocational-technical course of study.

. Perform entry level tasks within one or more related job families.

. Assume responsibilities of a reliable worker in terms of appearance, conduct, and attitude.

Each of the three programs under two major categories is appropriatel
own specific emphasis although the common elements among them are the a
experiences included and a balance of academic subjects to go along with th
the three programs and a brief description of each are:

I. Preparatory Vocational-Technical Education

The Pre-Industrial Preparation Program is primarily for the under
student to help him see the importance and usefulness of academic s
job task. This program zeroes in on the improvement of basic verb
scientific skills through correlating them with concrete occupational

The Introduction to Vocations Programs is guidance oriented and inc
the possible career opportunities as well as experiences in the vario
tions. This program appeals to students with varying abilities, inte
opposed to any one level of ability. In other words, a student with s
pursue his interests in a highly technical field of work while another
people may explore the opportunities in the social services.

II. Occupational Skills

The Occupational Skills Program is for specific job skill developmen
students enrolled in the high schools. The special education teacher
competent instructor will work together to help these students becom

The occupational experiences for the above programs will be available
large clusters of occupations. They are: (1) Business Occupations; (2) Per
Occupations; (3) Health Occupations; (4) Food Service Occupations; (5) Elect
Occupations; (6) Construction/Civil Technology Occupations; (7) Mechanical
(8) Technical Graphics Occupations.

rograms under two major categories is appropriately titled and has its
although the common elements among them are the actual occupational
d a balance of academic subjects to go along with these experiences. Namely,
a brief description of each are:

cational-Technical Education

rial Preparation Program is primarily for the underachieving disadvantaged
him see the importance and usefulness of academic skills for performing a
program zeroes in on the improvement of basic verbal, mathematical and
through correlating them with concrete occupational experiences.

n to Vocations Programs is guidance oriented and includes knowledge about
reer opportunities as well as experiences in the various clusters of occupa-
gram appeals to students with varying abilities, interests and aptitudes as
one level of ability. In other words, a student with scientific aptitudes may
ests in a highly technical field of work while another who likes to work with
lore the opportunities in the social services.

ills

al Skills Program is for specific job skill development for special education
ed in the high schools. The special education teacher and the occupationally
uctor will work together to help these students become employable.

xperiences for the above programs will be available to an individual in eight
ations. They are: (1) Business Occupations; (2) Personal/Public Service
Occupations; (4) Food Service Occupations; (5) Electrical/Electronics
ruction/Civil Technology Occupations; (7) Mechanical Occupations; and
Occupations.

THE OCCUPATIONAL SKILLS PROGRA

Objective

It is the objective of the Occupational Skills Program in Vocat
prepare Hawaii's handicapped students to perform occupational ta
to assume the responsibilities of a reliable worker. They should
and skills acquired to seek and hold a job in a position which is cl

Description of the Program

The Occupational Skills Program in Vocational-Technical Edu
identified as special education students who are enrolled in the hig

The program basically is for skill development in performing
belonging to clusters of occupations which have been identified to
opportunities for these students. These tasks are those performe
in nature. The tasks of the specific job family at the minimal skil
classroom situation but will be practiced on-the-job within industr
agencies.

The general areas are: Clerical Services, Related Sales Serv
Services, Home Services, Clothing Construction and Maintenance
Services, Shop and Building Maintenance Services, Supervised Fo
Worker, and General Mechanical Worker.

It is also part of this program to help these students relate to
supervision, to acquire some grooming skills and to generally be
of being a reliable worker.

The basic academic skill development of these students will b
education teachers at the school. The job skill instructor who is
cooperate with the special education teacher under this plan. All
cooperate with the special education program in the schools will b
tional Skills Program.

OCCUPATIONAL SKILLS PROGRAM

ccupational Skills Program in Vocational Technical Education to
students to perform occupational tasks belonging to a job family and
of a reliable worker. They should be able to apply the knowledge
hold a job in a position which is closely supervised.

rogram in Vocational-Technical Education is designed for individuals
students who are enrolled in the high schools.

for skill development in performing simple and specific job tasks
ations which have been identified to be those that offer employment
s. These tasks are those performed under supervision and are routine
ecific job family at the minimal skill level will be learned in a simulated
practiced on-the-job within industry, business, and public and private

lerical Services, Related Sales Services, Supervised Child Care
thing Construction and Maintenance Services, Ground Maintenance
aintenance Services, Supervised Food Services, General Construction
cal Worker.

ram to help these students relate to others effectively, to accept
grooming skills and to generally be able to assume the responsibilities

development of these students will be the responsibility of the special
ol. The job skill instructor who is a part-time hourly employee will
cation teacher under this plan. All other state and local agencies that
cation program in the schools will be indirectly assisting the Occupa-

An Occupational Skills Program coordinator with a vocational-tech
including work experience, and with ability to work with others will be
and may be located at a high school within the district. They will coor
Program within the districts.

In-service education, cooperative work experience stations and ins
equipment are all important aspects to be considered for effective impl
and budgeting at the school level determine funding needs of the progra
total appropriations for the program.

The Occupational Skills Program supports the Special Education P
develop into socially adjusted and vocationally competent contributing m

Program coordinator with a vocational-technical education background
and with ability to work with others will be assigned to each district
h school within the district. They will coordinate the Occupational Skills
ts.

cooperative work experience stations and instructional materials and
nt aspects to be considered for effective implementation. Program planning
l level determine funding needs of the program; allotments will depend on
program.

s Program supports the Special Education Program to help students
ted and vocationally competent contributing members in our community.

ROLES AND RESPONSIBILITIES OF PARTICIPATING MEMBERS OF THE OCCUPATIONAL SKILLS PROGRAM

The success of the Occupational Skills Program depends on the efforts of all participating members. With clearly defined roles and responsibilities, a meaningful program can be developed at the school. The roles and responsibilities are outlined into seven sections.

I. The State Staff
II. The District Staff
III. The School Administrator
IV. The Counselor
V. The Occupational Skills Program Coordinator
VI. The Special Education Teacher
VII. The Job Skill Instructor

I. The State Staff

A. The State Staff will provide direction and support for the implementation of the program.

B. The Vocational-Technical Eucation Branch of the State Office of Instructional Services, in cooperation with the Special Education Branch and district personnel, will be responsible for the following specific tasks:

1. Develop information on Occupational Skills Program.

2. Provide orientation to Occupational Skills Program for all department personnel.

3. Provide in-service workshops for participants in Occupational Skills Program.

4. Provide direction and guidance to coordinators.

5. Provide consultative service for facilities, equipment, personnel, and instructional program development.

6. Develop and coordinate program budget at the State level for expansion and on-going programs during implementation period.

7. Monitor programs.

8. Evaluate programs.

II. The District Staff

A. The District Staff will provide direction and support for the implementation of the program within the districts.

B. The curriculum specialists and other district personnel will assume the following specific tasks:

1. Locate and recommend for hiring the Occupational Skills Program Coordinator for the district.

2. Coordinate in-service activities.

3. Provide direction and guidance.

4. Provide consultative service for facilities, equipment, and program development.

5. Make recommendations for budget requirements.

6. Assist in the development of the BI-7 (Quarterly expenditure plan).

7. Coordinate Occupational Skills Program with the Program Coordinator of the District.

III. The School Administrator

A. The principal of the school or his designate will serve as team leader at the school.

1. Recruit a team which will consist of the following:

a. Principal
b. Vice-Principal
c. School counselor
d. Department chairman of special education
e. Special education teachers
f. District Occupational Skills Program Coordinator

2. Designate a team leader from the following (if the principal cannot serve as the leader):

a. Vice-Principal
b. School counselor
c. Department chairman of special education
d. Special education teacher

3. See that the team leader coordinates the school's Occupational Skills Program with:

a. Total school staff
b. School's special education teachers
c. District Occupational Skills Program Coordinator
d. Interested community groups and agencies

4. Assist the team leader, the school's special education teachers, and the Occupational Skills Program coordinator to evaluate the program and be apprised of the needs, problems and successes of the school's Occupational Skills Program.

B. The principal of the school will determine the special needs of the program with the team.

1. Consider the special education Occupational Skills Program as part of the school's total educational efforts and consider its needs on an equal basis as all other programs.

2. Support the total efforts of the Occupational Skills Program by providing the resources essential in carrying out the program.

3. Approve the Occupational Skills Program requests pertaining

   a. Purchase orders for equipment and supplies
   b. Job skill instructor's payroll
   c. Budget requests for the year
   d. Part-time employment contracts for job skill instructor

4. Assist with the program planning and budgeting for the school

IV. The Counselor

The counselor, as an Occupational Skills team member, has the resp
student and teacher in assessing the many factors relating to appropr
The counselor may acquaint the faculty with the Occupational Skills p
appropriate referrals. The success of the program depends upon the
members which include state and district staff, school administratio
occupational skills program coordinator, special education teacher,
The counselor shall:

1. Familiarize himself with the Occupational Skills Program han

2. Act as liaison with faculty, parents, community groups and ot
   the area.

3. Assist in student referral, psychological assessment and appr
   in the Occupational Skills Program.

4. Provide individual and group counseling services for students
   Skills Program who have social-emotional adjustment problem

5. Offer counseling services for post-high school planning.

6. Aid and assist in an on-going evaluation of the Occupational Sk

cupational Skills Program requests pertaining to:

ders for equipment and supplies
tructor's payroll
sts for the year
mployment contracts for job skill instructor

program planning and budgeting for the school year.

Occupational Skills team member, has the responsibility of helping the
assessing the many factors relating to appropriate vocational goals.
uaint the faculty with the Occupational Skills program and encourage
The success of the program depends upon the cooperation of all team
state and district staff, school administration, the counselor,
gram coordinator, special education teacher, and the job skill instructor.

hself with the Occupational Skills Program handbook.

vith faculty, parents, community groups and other agencies in

t referral, psychological assessment and appropriate placement
nal Skills Program.

ual and group counseling services for students in the Occupational
who have social-emotional adjustment problems.

g services for post-high school planning.

n an on-going evaluation of the Occupational Skills Program.

7. Provide information to the Occupational Skills team in the area of occupational career exploration.

8. Act as a resource to students and teachers in appropriate areas related to the Occupational Skills Program.

V. The Occupational Skills Program Coordinator

A. School Level Activities

Orientation and Planning

1. Assist special education teachers in the dissemination of information about the Occupational Skills Program.

2. Acquire information on occupational interests and needs of students from Special Education teachers and Department of Vocational Rehabilitation counselors.

3. Discuss with special education and job skill instructors the objectives of the Occupational Skills Program.

4. Plan with special education and job skill instructors in developing instructional units.

5. Assist in scheduling of the instructional units in the Occupational Skills Program.

Fiscal Responsibilities

1. Determine equipment and supply needs of program with special education teachers and job skill instructors.

2. Assist school in completing form VE No. 8, "Request for Authority to Operate Part-time and Evening Vocational Classes."

3. Prepare with school administration and special education teachers, program plans and budget for the year (to be submitted during the spring semester for the next school year).

Rules and Regulations

1. Inform special education and job skill instructors of federal, state, and county laws and regulations relating to employment.

2. Inform special education teachers of Vocational Education State Plan provisions.

3. Assist in orienting job skill instructors to school rules and regulations.

Evaluation Functions

1. Evaluate each unit after completion with job skill instructor and special education teachers.

2. Assist with placement and follow-up procedures on graduates.

3. Assist job skill instructor in completing VE Form 4, State of Hawaii, "Monthly Report of Attendance for Evening and Part-time Classes."

B. District Level Activities

1. Collect and summarize school level reports for the District Superintendent.

2. Participate in District Special Education Teacher's meetings and Department of Vocational Rehabilitation meetings.

3. Provide resource information pertinent to Occupational Skills Program to teachers and school administrators.

4. Collect and report to State, the school by school reports for the district through the District Superintendent.

5. Locate and screen job skill instructors in accordance with State Plan requirements on qualification of these teachers:

Distributive Education

Two (2) years as a paid worker in distributive occupations.

Health Education

A minimum of three (3) years of experience in the area in which they are hired to teach.

Home Economics Education

Adequate work experience in the occupation to be taught as determined by the staff of the State Board for Vocational Education.

Office Education

One (1) year as a paid worker in office occupations.

Technical Teachers

A minimum of three (3) years of experience as a skilled technician in an occupation or cluster of occupations relating to technology to be taught.

Trade and Industry Teachers

Subject matter competence gained by fulfilling a standard learning period and a minimum of three (3) years of journeyman experience.

6. Assist job skill instructor with application forms for employment.

   a. Form W-4, U.S. Treasury, "Employee's Withholding Exemption Certificate"
   b. Form HW-4, State of Hawaii, "Employee's Withholding Exemption and Status Certificate"

7. Orient job skill instructors to attendance record keeping and payroll procedures.

8. Recommend for approval all purchase order for program needs.

C. Other Activities

1. Communicate with businesses, industries, unions, and other private and government agencies regarding information relative to this program.

2. Participate in Occupational Skills Program Coordinator's meetings.

V. The Special Education Teacher

A. Orientation Procedure

The special education teacher should thoroughly examine and study the Occupational Skills Program Handbook.

1. Explain the Occupational Skills Program to students.

2. Assist school administration in the dissemination of information about the Occupational Skills Program.

B. Responsibilities Related to the Occupational Skills Program

1. Prepare with school administration and the occupational skills program coordinator, program and budget plans for the year (to be submitted during the spring semester for the next school year).

2. List job skill areas to be covered according to each individual student's capabilities and interests.

3. Select and assign students for the different units of instruction.

4. Provide instruction for the related academic skill development for each unit.

5. Schedule the occupational skills units of instruction with the assistance of the occupational skills program coordinator and job skill instructor.

6. Determine equipment and supply needs with the help of the occupational skills program coordinator and job skill instructor.

7. Be responsible for the safekeeping and inventory of occupational skills program supplies and equipment.

8. Process insurance coverage for students who are unable to afford the school plan payment prior to participating in the Occupational Skills Program.

9. Clear student transportation procedures to and from job exploration stations.

10. Submit instructional unit evaluation after completion of each unit to the occupational skills program coordinator (see appendix Exhibit B).

11. Record each student's Occupational Skills Program experience for individual's file on the special card form titled, "Occupational Skills Program Student Participation Data," found in appendix (Exhibit C).

12. Initiate and conduct the unit on the "Orientation to the World of Work."

13. Provide on-going counseling to occupational skills program students.

14. Plan for field trips with the assistance of the occupational skills program coordinator and job skill instructor.

C. Occupational Skills Instructional Unit Development.

1. Assist the job skill instructor in unit planning, together with the occupational skills program coordinator.

2. Use the handbook for suggested activities relating to academic skills development.

VI. The Job Skill Instructor

The job skill instructors are occupationally competent in the specific skill areas in which they teach.

A. Orientation Procedure

1. Familiarize self to:

a. Agreement of contract
b. School procedures and policies
c. School facilities
d. Program goals
e. Schedules
f. Description of students that the job skill instructor will be working with

2. Become fully oriented to the program through visitations or through other media.

3. Work closely with the person designated by the school administrator to orient the job skill instructor:

a. The school counselor
b. Special education department chairman
c. Special education teacher
d. Coordinator of the Occupational Skills Program
e. Any other school level administrator

B. Occupational Skills Instructional Unit Development

1. Identify tasks and sequences of tasks on the unit plan outline with the assistance of the coordinator and special education teachers.

2. Suggest equipment and materials appropriate for the particular skills area.

3. Suggest other resources available for the particular skills area.

C. Evaluation

1. Submit an evaluation of the completed unit of instruction using the evaluation form provided for the Occupational Skills Program.

2. Submit recommendations for improvement.

3. Offer written or oral individual student evaluation encompassing such things as behavior and attitudes.

CHRONOLOGICAL ORDER OF THE OPERATIONAL PROCEDURES FOR THE OCCUPATIONAL SKILLS PROGRAM

1. Survey students' occupational interests.

2. Survey industry and unions for job needs and labor demands.

3. Locate job skill instructors.

4. Perform task analyses for occupations.

5. Plan units.

6. Determine equipment and supplies needed for instructional units.

7. Submit program applications (VE Form 8).

8. Issue purchase orders for equipment and supplies.

9. Certify and hire job skill instructors (432, W-4 Federal and State, Application Form).

10. Orient students to program and job skill instructors to rules and regulations of the school.

11. Carry out instructional activities.

12. Keep class attendance (VE Form 4).

13. Complete (VERIFY) enrollment cards for each occupational program.

14. Submit payrolls (Form A-6).

15. Evaluate individual student's performance and unit programs (Exhibit "B").

16. Update student's program participation data (Exhibit "C").

17. Prepare program plans and budget for the following year.

IDENTIFICATION OF HANDICAPPED PERSONS

Handicapped persons, as defined by the U.S. Office of Education and adopted in the State Plan for Vocational Education, are identified as:

> Those persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, cripplied, or other health impaired persons who, by reason of their handicapping condition, cannot succeed in a vocational education program designed for persons without such handicaps, and who, for that reason, require special educational assistance or a modified vocational education program.

In the State of Hawaii, handicapped students are identified and generally assigned to special education classes with special teachers for the major portion of their school day.

UNIT ON ORIENTATION TO THE WORLD OF WORK

Introduction

The secondary program for Special Education students emphasizes the development of skills and attitudes necessary for the satisfactory transition from school to the adult society. The following unit on the "Orientation to the World of Work" provides a meaningful background for all students entering the world of work.

Objectives of the Unit

1. Evaluate own personal qualities in terms of those needed by a successful worker
2. Increase skill in managing interpersonal relationships on a job
3. Comprehend the nature of the various jobs and the job expectations.
4. Increase awareness of the employment opportunities in various fields
5. Recognize the value of making wise vocational choices and to be aware of the factors which influence these choices

Course Content Outline

I. Considerations for Choosing Occupations

A. The World of Work

1. Why do we work?
2. Why should we work?
3. Why do we want to work?

B. Personal values and goals

1. Interests
2. Aptitudes

C. Occupations

1. What types of jobs are available in in Hawaii?

a. Nature of jobs
b. Place of employment
c. Educational requirements
d. Oualifications
e. Employment outlook
f. Job hazards

2. What are job families?
3. What does each job involve?

II. Securing a Job

A. How to get a job

1. Personal contacts
2. Community facilities
3. Private organizations
4. Government organizations

B. Credentials and regulations

1. Social security
2. Health certificate
3. Birth certificate
4. Reference letters
5. Labor unions
6. Labor laws

a. Minimum wage
b. Employment of women and children
c. Working conditions
d. Work permit

7. Withholding tax
8. Fringe benefits

III. Attaining Success on the Job

A. Applying for a job

1. Letter of application
2. Application forms
3. Personal resume
4. Interviews

a. Appearance
b. Conduct
c. Information to exchange
d. Evaluating the job opportunity

B. How to hold a job

1. Self-understanding
2. Independence, autonomy
3. Security
4. Self-improvement
5. Problem solving
6. Motivation
7. Self-discipline
8. Tolerance
9. Work habits
10. Attitude

C. Personal appearance

1. Grooming
2. Selecting appropriate clothes for a job
3. Clothing budget
4. Wardrobe planning
5. Care of clothes
6. Mental and physical health

D. Business etiquette

E. Human relationships

1. Employee-employer
2. Employee-employee
3. Employee-customer

I. CONSIDERATIONS FOR CHOOSING OCCUPATIONS

Generalization: An appreciation of the world of work helps one to understand the vital contribution of each worker.

Content	Activities	Teaching Aids Supplies and Equipment
A. The World of Work 1. Why do we work? 2. Why should we work? 3. Why do we want to work?	Discuss and list reasons why we work Suggest advantages of economic self-sufficiency vs. dependency (cover following points) 1. Encourage higher standard of living 2. Improve self-image and physical health 3. Become contributing member of society 4. Have more freedom in choices of living area, travel, etc. 5. Have less need for government support Study newspaper ads Emphasize--"There is dignity in all kinds of labor."	Local newspaper ads The Job Ahead--Rochester Occupation Reading Series by Herman R. Goldberg

Generalization: Making wise vocational choices necessitates assessing goals, interests and aptitudes.

Content	Activities
B. Personal values and goals	Prepare a list of values you have held at different ages and stages of life. Compare list with those you now hold. Identify those shared by your family.
	After reading various references, select a panel to discuss "How values are formed." What contributes to differences in values held by individuals and their families?
1. Interests	Invite a guidance counselor to speak to the class on "Assuming Responsibility for Self Direction."
2. Aptitudes	Arrange to take aptitude tests, interest inventory tests--if previous testing has not been done. Evaluate with counselor.
	Summarize background experience and future plans.
	Evaluate present and future school subjects for usefulness to individual in respect to personal development and employability.
	Prepare a bulletin board display of hobbies or leisure time activities which could be the basis for future vocations.

g wise vocational choices necessitates assessing one's personal values, interests and aptitudes.

	Activities	Teaching Aids Supplies and Equipment
nd	Prepare a list of values you have held at different ages and stages of life. Compare list with those you now hold. Identify those shared by your family.	
	After reading various references, select a panel to discuss "How values are formed." What contributes to differences in values held by individuals and their families?	Teen Times, Sept. 1961. America, Office of Education, Dept. of Health, Education and Welfare, Washington, D.C.
	Invite a guidance counselor to speak to the class on "Assuming Responsibility for Self Direction."	Pamphlet: Let's Explore Your Career. Hackett, Edward, Cooperative Extension Service, University of Maine, Orono.
	Arrange to take aptitude tests, interest inventory tests--if previous testing has not been done. Evaluate with counselor.	
	Summarize background experience and future plans.	
	Evaluate present and future school subjects for usefulness to individual in respect to personal development and employability.	
	Prepare a bulletin board display of hobbies or leisure time activities which could be the basis for future vocations.	

Generalization: The awareness of job opportunities is conducive to inte
for employment.

Content	Activities
C. Occupations	Using Occupational Outlook Handbook or other available references, investigate several jobs. Include the following information:
1. What types of jobs are available in Hawaii? a. Nature of job b. Place employed c. Education requirements d. Qualifications e. Employment outlook f. Job hazards	Nature of work Where employed Training required Qualifications Employment outlook
2. Job families	Define job families and job levels (unskilled, semi-skilled, skilled, technical, professional). Identify the characteristics, training needed and qualifications for each level. Discuss factors influencing level of job at which individuals work or select as goals.
3. What does each job involve?	Classify jobs according to education needed. Invite a representative from the State Employment Service or Chamber of Commerce to discuss employment opportunities and the need for qualified personnel.

areness of job opportunities is conducive to interest in and preparation
ployment.

	Activities	Teaching Aids Supplies and Equipment
bs are vaii?	Using Occupational Outlook Handbook or other available references, investigate several jobs. Include the following information: Nature of work Where employed Training required Qualifications Employment outlook	Hopke, William E., Encyclopedia of Careers and Vocational Guidance. New York: Doubleday and Company, Inc. 1967. Occupational Outlook Handbook, Superintendent of Documents. U.S. Printing Office, Wash. 25, D.C. $4.50.
ved quire- s outlook	Define job families and job levels (unskilled, semi-skilled, skilled, technical, professional). Identify the characteristics, training needed and qualifications for each level. Discuss factors influencing level of job at which individuals work or select as goals.	Career Pamphlets, Metropolitan Life Insurance Co. Dictionary of Occupational Titles, 3rd Ed., Superintendent of Documents, U.S. Government Printing Office, Wash. 25, D.C.
job	Classify jobs according to education needed.	See Student Check Sheets for Job Observation. (1) Student Preparation for Observation Check Sheet. (2) Student Observation Sheet.
	Invite a representative from the State Employment Service or Chamber of Commerce to discuss employment opportunities and the need for qualified personnel.	

II. SECURING A JOB

Generalization: Understanding the job procurement procedures and legal fact
employment contributes to securing a job.

Content	Activities	Su
A. How to look for a job 1. Personal contacts 2. Community facilities 3. Private organizations 4. Government agencies	Using "help wanted" ads from a large city list the types of employment opportunities available. Identify each according to the job level.	
	Prepare a bulletin board using a local map to mark the name and location of sources of help in finding a job in or near your area.	
	Collect information by visiting agencies or inviting a representative to speak regarding procedures to use, background information of applicant requested, types of employment opportunities available.	Repor Social the C of Wo Docu 20402
B. Credentials and regulations 1. Social Security 2. Health certificate 3. Birth certificate 4. Reference letters 5. Labor unions	Read literature pertaining to Social Security. Discuss cost, benefits, purpose and an individual's responsibility in obtaining a social security number.	Some About Bulle of Do ment D.C.
	Discuss procedures to use in obtaining birth certificates and health certificates. Consider reasons why these are necessary.	

II. SECURING A JOB

nding the job procurement procedures and legal factors involved in ent contributes to securing a job.

Activities	Teaching Aids Supplies and Equipment
Using "help wanted" ads from a large city list the types of employment opportunities available. Identify each according to the job level.	
Prepare a bulletin board using a local map to mark the name and location of sources of help in finding a job in or near your area.	
Collect information by visiting agencies or inviting a representative to speak regarding procedures to use, background information of applicant requested, types of employment opportunities available.	Report of the Committee on Social Insurance and Taxes, to the Commission on the Status of Women, Superintendent of Documents, Washington, D.C. 20402 $1.25.
Read literature pertaining to Social Security. Discuss cost, benefits, purpose and an individual's responsibility in obtaining a social security number.	Some Facts for Young Workers About Work and Labor Laws, Bulletin No. 208, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 1959.
Discuss procedures to use in obtaining birth certificates and health certificates. Consider reasons why these are necessary.	

Content	Activities	Teaching Aids Supplies and Equipment
6. Labor laws a. Minimum wage b. Employment of women and children c. Working conditions d. Work permit	Consult references concerning labor laws of Hawaii. Practice writing letters requesting a letter of recommendation or use of person's name as reference. Discuss: whom to ask how to ask when to ask Interview business people to learn their viewpoint.	
7. Withholding tax	Examine income tax forms. Practice making out a W-2 form.	Tax forms
8. Fringe benefits	An exchange or combined class with the Business Education Department might be arranged for this discussion. Define the term "fringe benefits." Ask parents what fringe benefits are available at local establishments. Discuss take home salary after computing deductions for dues, insurance payments, assessments and taxes. Discuss banking procedures.	Biegeleisen, J. I., Getting a Job With a Future, New York: Grosset and Dunlap Publishers, 1967. $1.95.

Content	Activities	Supp
C. Applying for a job	Practice writing letters of application in "answer" to news ad.	
1. Letter of application	Practice filling out application forms from local business establishments.	
2. Application forms	Write personal resume following suggested forms.	
3. Personal resume	View filmstrip: Getting and Keeping Your First Job (Part I). Discuss specific points to remember when having an interview. Panel discussion of what is meant by appropriate appearance for an interview.	Filmstr Your Fi Associa
4. Interview		
a. Appearance		
b. Conduct	Read several references on interviewing techniques.	Filmstr Job. A Compan
c. Information to exchange	Invite a business man, personnel manager to discuss "Getting a Job."	Blvd., I 91106 N
d. Evaluating the job opportunity	Role play various interviewing situations. Discuss proper etiquette for interviews.	$15.00
	Have buzz groups prepare list of information to be given to the interviewer. Other group prepare lists of questions to ask the employer. Combine lists and evaluate items mentioned.	
	Discuss the types of topics which would not be discussed during the interview.	

Activities	Teaching Aids Supplies and Equipment
Practice writing letters of application in "answer" to news ad.	
Practice filling out application forms from local business establishments.	
Write personal resume following suggested forms.	
View filmstrip: Getting and Keeping Your First Job (Part I). Discuss specific points to remember when having an interview. Panel discussion of what is meant by appropriate appearance for an interview.	Filmstrip: Getting and Keeping Your First Job (Part I), Guidance Associates, Pleasantville, N.Y.
Read several references on interviewing techniques.	Filmstrip: How to Apply for a Job. Award Record and Film Company, 1000 East Colorado Blvd., Pasadena, California 91106 No. 110 and No. 111 $15.00 each or both for $25.00.
Invite a business man, personnel manager to discuss "Getting a Job."	
Role play various interviewing situations. Discuss proper etiquette for interviews.	
Have buzz groups prepare list of information to be given to the interviewer. Other group prepare lists of questions to ask the employer. Combine lists and evaluate items mentioned.	
Discuss the types of topics which would not be discussed during the interview.	

III. ATTAINING SUCCESS ON THE JOB

Generalization: Developing characteristics needed by a successful worker to manage interpersonal relationships satisfactorily increases success in the World of Work.

Content	Activities	
A. How to hold a job. 1. Self-understanding 2. Independence, autonomy 3. Security 4. Self-involvement 5. Problem solving 6. Motivation 7. Self-discipline 8. Tolerance 9. Work habits 10. Attitude	Use personality rating scale to identify strengths and weaknesses. Make a plan for self improvement. Read life stories of people who have attained success in their field. Identify the characteristics they possessed which contributed to their success. View film "Act Your Age." Discuss difficulties which may result from immature behavior. Role play situations to illustrate significance of having self-discipline, tolerance, and independence. Prepare a bulletin board "Security Is" (refer to Security is a Thumb and a Blanket, Swartz, Charles). Discuss behavior which develops from having security, lacking security. Invite a minister, guidance counselor, or other qualified person to speak to the class on self-improvement and reasons why it is desirable.	Thr Cra Ben Illi Sci You Chi The Imp mil Filr Aud of E Mai Duv New

III. ATTAINING SUCCESS ON THE JOB

oping characteristics needed by a successful worker and developing ability nage interpersonal relationships satisfactorily increases the probability of ss in the World of Work.

Activities	Teaching Aids Supplies and Equipment
Use personality rating scale to identify strengths and weaknesses. Make a plan for self improvement.	Thresholds to Adult Living, Craig, Hazel T., Chas. A. Bennett Co., Inc., Peoria, Illinois, 1962.
Read life stories of people who have attained success in their field. Identify the characteristics they possessed which contributed to their success.	Science Research Associates. Your Personality and Your Job. Chicago. SRA, 1960.
View film "Act Your Age." Discuss difficulties which may result from immature behavior.	The Seventeen Book of Very Important Persons, The Macmillan Co., N. Y. 1966.
Role play situations to illustrate significance of having self-discipline, tolerance, and independence.	Film: Improve Your Personality, Audio-Visual Center, College of Education, University of Maine, Orono, Maine.
Prepare a bulletin board "Security Is" (refer to Security is a Thumb and a Blanket, Swartz, Charles). Discuss behavior which develops from having security, lacking security. Invite a minister, guidance counselor, or other qualified person to speak to the class on self-improvement and reasons why it is desirable.	Duval, Evelyn, Family Living, New York: The Macmillan Co.

Content	Activities	Supp
	View film "Improve Your Personality."	Your At Chapma Researc Chicago
	Invite a panel of experienced people to discuss how personal attributes relate to success on the job.	Carson, Flora M for Wor
	Use case studies (or minute dramas) to depict the influence of one's attitude on success.	18623 L Valley,
	Demonstrate and practice good work habits in school.	Chart: Groomi Magazi N. Y.
B. Personal appearance 1. Grooming 2. Selecting appropriate clothes for a job 3. Clothing budget 4. Wardrobe planning 5. Care of clothes 6. Mental and physical health	Use a checklist to evaluate personal grooming. Make a plan for self improvement after consulting various resources for information.	A Secre Charm a Publishi Plains
	Develop standards for appropriate grooming and dress for an office job, kitchen helper, child care aide, etc. Use films, filmstrips, library references for further information.	Film: tion Fil Oakmon
	Determine which clothes you now own could be the basis for a "Career" wardrobe. Plan new purchases which would be needed to complete wardrobe.	Tips an Home E nologica Texas $2.00 fo

Activities	Teaching Aids Supplies and Equipment
View film "Improve Your Personality."	Your Attitude is Showing, Chapman Elwood, Science Research Associates, Inc., Chicago, Ill. 1964.
Invite a panel of experienced people to discuss how personal attributes relate to success on the job.	Carson, Esther O. and Daly, Flora M., Teenagers Prepare for Work. Book 1 and 2, 18623 Lake Chabot Rd., Castro Valley, California 1958. $1.95.
Use case studies (or minute dramas) to depict the influence of one's attitude on success.	Chart: Glamour's Guide to Grooming on the Job, Glamour Magazine, 420 Lexington Ave., N. Y. 10017.
Demonstrate and practice good work habits in school.	A Secretary's Guide to Beauty, Charm and Poise. Milady Publishing Co., 3839 White Plains Rd., Bronx, N. Y. 10467.
Use a checklist to evaluate personal grooming. Make a plan for self improvement after consulting various resources for information.	Film: "Good Looks," Association Films, 324 Delaware Ave., Oakmont, Penn. 15139
Develop standards for appropriate grooming and dress for an office job, kitchen helper, child care aide, etc. Use films, filmstrips, library references for further information.	Tips and Topics, School of Home Economics, Texas Technological College, Lubbock. Texas 79409. (Subscription - $2.00 for 4 issues)
Determine which clothes you now own could be the basis for a "Career" wardrobe. Plan new purchases which would be needed to complete wardrobe.	

Content	Activities
	Use case studies to illustrate the temptations of extravagan buying with first paychecks.
C. Business etiquette	Discuss importance of having pleasing voice; make a tape recording of students' voices Evaluate tone, pitch, enuncia tion of words and grammar. Ask a speech teacher to help with specific problems.
	Role play answering a telepho in a business establishment. Tape these conversations for evaluating student's voice.
	Consult references on rules o etiquette, particularly those pertinent to the world of work Dramatize right-wrong etique in various situations. Severa examples can be found in Gui Beauty, Charm, and Poise, Tolman, Ruth.
	Role play various situations b tween waitress and head chef hostess and waitress, waitre and customer, and waitresse

nt	Activities	Teaching Aids Supplies and Equipment
	Use case studies to illustrate the temptations of extravagant buying with first paychecks.	Whitcomb, Helen and Lang, Rosalind, Charm--The Career Girl's Guide to Business and Personal Success. New York: McGraw Hill Book Company, 1964.
quette	Discuss importance of having a pleasing voice; make a tape recording of students' voices. Evaluate tone, pitch, enunciation of words and grammar. Ask a speech teacher to help with specific problems.	Teacher's Guide. Charm A Portfolio of Activities. Film: Personal Qualities for Job Success. Coronet Institutional Films. Black/white. 11 min. film.
	Role play answering a telephone in a business establishment. Tape these conversations for evaluating student's voice.	Tolman, Ruth. Guide to Beauty, Charm and Poise, New York: Milady Publishing Corp., 3839 White Plains Rd. 1963.
	Consult references on rules of etiquette, particularly those pertinent to the world of work. Dramatize right-wrong etiquette in various situations. Several examples can be found in Guide to Beauty, Charm, and Poise, Tolman, Ruth.	
	Role play various situations between waitress and head chef, hostess and waitress, waitress and customer, and waitresses	

Content	Activities	T Supplie
	working together to show how courtesy pays. Role play a typical situation where the "Customer is always right."	
D. Human relationships 1. Employee-employer 2. Employee-employee 3. Employee-customer	Discuss the personal characteristics profile. Invite a business man to discuss the importance of personality development and to tell what business is looking for. Read case studies illustrating problems in relationship in the World of Work. Discuss causes and how they could be modified or eliminated. Make a bulletin board by using cartoons depicting the employer-employee or customer relationships.	Filmstrip: Your Firs Guidance ville, New

Activities	Teaching Aids Supplies and Equipment
working together to show how courtesy pays.	
Role play a typical situation where the "Customer is always right."	
Discuss the personal characteristics profile.	
Invite a business man to discuss the importance of personality development and to tell what business is looking for.	
Read case studies illustrating problems in relationship in the World of Work. Discuss causes and how they could be modified or eliminated.	
Make a bulletin board by using cartoons depicting the employer-employee or customer relationships.	Filmstrip: Getting and Keeping Your First Job, Part II, Guidance Associates, Pleasantville, New York.

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Content	Activities	Teaching Aids Supplies and Equipment
	View filmstrip, Getting and Keeping Your First Job, Part II. Through a panel discussion, consider ways of establishing good relationships. Use library references as basis for discussion. Give illustrations from your experiences on summer or part-time jobs which represent good or poor relationships. Give reasons for each.	Educating the Teen-Ager in Human Relations and Management of Resources, AHEA, 1600 Twentieth St., N.W., Washington, D.C. $1.00.

JOB OBSERVATION

Student _____

Student Preparation for Observation Check Sheet

Employer _____

Address _____

1. What qualities do I need to have to get the most out of observing?

2. What should I look for while observing?

3. Do I have the skills needed to do this work?

4. What questions should I ask of the employer?

5. What are the responsibilities of the employees?

6. What do I expect to gain from this experience?

JOB OBSERVATION

Student _____

Student Observation Sheet

Employer _____

Address _____

_____

Observation Report

1. How many people are employed in this business?
2. What are the hours of the work day?
3. What are some of the different jobs that are available?
4. What skills are required for the different jobs?
5. What is the average pay that these workers receive?
6. What skills were observed in use?
7. What are some of the routine procedures of these workers?
8. What jobs require cooperation with others? What ones are done individually?
9. Do I have skills to do any of these jobs well?
10. Do I show an aptitude for this kind of work?
11. What benefits did I receive from this experience?
12. Am I interested in this type of work?

A MINIMUM PERSONAL CHARACTERISTICS PROFILE*

The personal characteristics, as indicated below, are considered to be essential to employability.

Social Skills

Self-expression: ability to communicate so that simple questions can be answered or assistance requested.

Sociability: since any job will require contact with at least one other person, certain very basic social abilities will be required. Accepting instructions and criticism with good grace; pleasant interchange of greetings, acceptable eating habits, no extremes of shyness or aggressiveness--these would be minimum requirements for employability.

Work independence: even the most closely supervised job requires ability to carry out certain small activities without constant supervision.

Appearance: although the requirements for "good mannerisms," and lack of physical anomaly vary considerably, basic cleanliness and neatness are considered essential.

Teamwork: the need to work in close coordination with other jobs varies greatly, yet as with sociability there is some need for teamwork in all jobs held by retarded individuals.

Time Factors

Pace: the need to work at a consistent rate of speed will vary within jobs; however, the ability to perform at a consistent pace for short periods is basic.

*Peterson, Richard and Jones, Edna, Guide to Jobs for the Mentally Retarded, American Institute for Research, Pittsburgh, Pennsylvania, February 1964.

Attendance: reliability in attendance is essential in all employment situations. Punctuality, although generally necessary, is more crucial in certain jobs and thus can be considered to be a variable.

Simultaneity: the ability to perform more than one activity at the near same time is essential to any job requiring manual movements. Certain jobs require more activities of a more complex nature to be performed simultaneously.

Timing: some awareness of time and ability to perform activities within a schedule is basic to all jobs. Considerable variation occurs as the time element becomes more crucial and the schedule more rigid.

Performance Skills

Accuracy: performance within well-defined tolerance is not considered essential to jobs appropriate to the retarded. If the level of tolerance is lowered, e.g., sorting and shelving canned goods, the need for this kind of accuracy becomes rather basic. Variation in tolerances will occur depending upon the job involved.

Dexterity: the need to make fine manipulations varies within jobs. However, certain grosser hand and finger movements are essential to the performance in most of the job groups in which the retarded work.

Choice: the need to make decisions and choices occurs on a simple level in all jobs. The example of sorting cans involves selection between alternatives. On the other hand, decision-making while caring for a child is of a much higher level.

Direction: the ability to follow simple directions or procedures is essential to any employment situation. Certain jobs involve more complex procedures or more numerous and varying instructions.

Memory: remembering a certain few locations, procedures or a special nomenclature is a basic requirement. The need for a good memory will vary with the complexity of the work area, the work procedures, and the specificity of the job group.

Caution: an awareness of "normal" hazards and the ability to take "normal" precautions is always required; e.g., the ability to get to work safely.

Tolerance

Repetitiveness: a certain repetitiveness or monotony of activity will be inherent in all the jobs available to the retarded. Hence, some basic ability to tolerate repetitive activity would be required.

Stamina: since physical activity is rather basic to almost all the jobs, at least some physical strength and stamina must be an essential personal characteristic.

Perseverance: any employer will expect relatively continuous performance--working when there is work to be done and resting after normal periods of activity.

These, then, are to be considered the minimum personal characteristics required for employability on any job. Therefore, these characteristics, at least to the degree in which they have been described, will be assumed to be part of each job's personal characteristics profile. In many job situations, many of these characteristics will be required to a greater degree. Whenever a personal characteristic is noted on an Individual Job Profile, it is considered to be somewhat crucial to successful employment in that particular job.

SUGGESTED OCCUPATIONAL SKILLS UNITS OF

The occupational skills units of instruction suggested in thi
occupational tasks belonging to specific jobs. Performance obj
guidelines for program planning. Also included are related ins
helpful to the special education teacher. The listing of teaching
gram planning and budgeting for each occupational unit area. R
suggested equipment and supplies.

The job tasks listed in the instructional units were develope
organized labor and personnel from the Department of Educatio
with made to the following for their interest in the program and
of the instructional units:

Mr. Harold De Costa, Director of Training,

Mr. David Thompson, Educational Director

Mr. Antone Kahawaioloa, Jr., Business Ag
ILWU Local 142

Mr. Takeshi Kouchi, Oahu Division Represe

Mr. Toyomasa Oshiro, Office Manager, ILW

Mr. Alan Moon, Training Coordinator, Hote
Employees and Bartenders Union, AFL-CIO

Mrs. Marsha White, Staff Assistant, Hotel
Employees and Bartenders Union, AFL-CIO

ESTED OCCUPATIONAL SKILLS UNITS OF INSTRUCTION

l skills units of instruction suggested in this handbook are based on simple elonging to specific jobs. Performance objectives are stated to provide am planning. Also included are related instructional activities that may be l education teacher. The listing of teaching aids provides a reference for pro- udgeting for each occupational unit area. Refer to appendix (Exhibit D) for and supplies.

sted in the instructional units were developed jointly by representatives of personnel from the Department of Education. Grateful acknowledgment is here- owing for their interest in the program and their contribution to the development nits:

Mr. Harold De Costa, Director of Training, Carpenters Union

Mr. David Thompson, Educational Director, ILWU Local 142

Mr. Antone Kahawaioloa, Jr., Business Agent, General Trades, ILWU Local 142

Mr. Takeshi Kouchi, Oahu Division Representative, ILWU Local 142

Mr. Toyomasa Oshiro, Office Manager, ILWU Local 142

Mr. Alan Moon, Training Coordinator, Hotel and Restaurant Employees and Bartenders Union, AFL-CIO Local 5

Mrs. Marsha White, Staff Assistant, Hotel and Restaurant Employees and Bartenders Union, AFL-CIO Local 5

Cluster: BUSINESS OCCUPATIONS -- Clerical Services

Jobs: Clerical Aide
Delivery Clerk

Objective: Deliver mail and packages to various departments within large private firm or government agency

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
1. Duties and responsibilities of a delivery clerk	Identify places of delivery	Language Arts	Mock mail
	Follow established route	Read names, labels, signs	Mock packages
2. Safety rules and regulations	Pick up outgoing mail and place in bag for sorting	Arrange materials alphabetically	Colored bags and containers
3. Safe driving procedures	Run messenger service within organization	Read simple map routes	Work Stations
4. Proper job attitude	Seal envelopes	Write brief messages	
	Receive mail	Use telephone	
5. Interpersonal relationship	Collect, sort, and staple papers	Use telephone directory	
		Recognize colors	
6. Clean-up procedures	Punch holes in papers	Study safety and unit vocabulary	
	Answer telephone	Follow directions and procedures	
	Make local deliveries	Read and write addresses on envelopes	
	Unpack materials	Write letters	
		Follow map routes	

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Operate electric duplicator	Arithmetic	
	Alphabetize cards or papers	Count by sequence Tell time Measure weight Compare mail delivery costs	
	Sharpen pencils		
	Use thermofax and mimeograph machines		
	Assemble, staple, or remove staples	Others	
	Keep records	Demonstrate good grooming Show acceptable manners Follow work schedules Study building layout Introduce unit on mail delivery Take escorted tour through route until learned Use color and sequence as markers to follow Learn to distinguish words like "In" and "Out"	
	File		
	Use paper cutter		
	Do basic typing, care of typewriters		
	Address, fold, and stuff envelopes		
	Use ditto machine		
	Open mail		
	Wrap packages		
	Clip papers		

Cluster: BUSINESS OCCUPATIONS -- Clerical Services

Job: Duplicating Machine Operator Helper

Objective: Properly operate the following duplicating machines:

1. Spirit duplicating machine
2. Stencil duplicating machine
3. Copying machine

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
1. Use of machines: Spirit duplicating machine Stencil duplicating machine Copying machine 2. Job safety 3. Proper job attitude 4. Interpersonal relationship 5. Clean-up procedures	Identify the three types of duplicating machines discussed and demonstrated Identify the parts of each of the three types of duplicating machines Apply the stencil on to the duplicating machine Refill the machine with ink tube Preserve the stencils in newspaper for later use Apply the master on to the spirit duplicating machine Preserve the master of the spirit duplicating machine for further use	Language Arts Identify machines and tools Read labels Recognize colors Study unit vocabulary Alphabetize materials Arithmetic Tell time Measure liquids properly Measure length Study number sequence Sort materials by numbers Compare equipment costs	Wrapping paper Paper dispenser Ribbons String Scissors Scotch tape and dispenser Wrapping counter Stapler Bow-maker Boxes--various sizes and types Sample merchandise

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Stack finished copies in a tidy manner	Others	
		Follow work schedules	
	Set the counter on all three types of duplicating machines	Follow safety and health rules	
		Practice good work habits	

Cluster: BUSINESS OCCUPATIONS -- Related Sales Services

Jobs: Stock Clerk
Stacker
Warehouseman

Objective: Stack goods in the warehouse

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
1. How to stack goods	Proper lifting and handling of heavy boxes	Language Arts	Diagram Blocks
2. Proper lifting procedures	Cross stacking technique to prevent toppling	Read labels Follow simple directions Relate messages Study unit vocabulary Locate pineapple field on a map Read signs found in warehouses	
3. Safety rules and regulations	Practice lifting boxes (approximately 50 lbs.)		
4. Job requirements	Order, receive, store, issue and ship materials as directed	Arithmetic	
5. Proper job attitude	Check shipping orders	Tell time Measure weight Identify by sizes Identify by numbers Count goods in sequence Compute hourly wages Compare prices of canned pineapples	
6. Getting along with co-workers	Inventory equipment and supplies		
7. Clean-up procedures	Move merchandise		
	Assist in loading and unloading of cargo as directed		

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Count, sort, or weigh incoming material	Others	
		Follow work schedules	
	Store articles in bins, floors, or shelves	Demonstrate good work habits	
	Mark identifying codes		

Cluster: BUSINESS OCCUPATIONS -- Related Sales Services

Jobs: Package Wrapper
Packer Trainee

Objective: Wrap specific type merchandise after completing training

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
1. Determine different kinds of wraps needed for merchandise of various sizes 2. Proper use of equipment and supplies 3. Proper lifting procedures 4. Safety rules and regulations 5. Job requirements 6. Proper job attitude 7. Working with others	Estimate amount of paper and ribbon to cover merchandise. Use mechanical bow machine. Fold merchandise for packaging. Tie different types of bow using heavy cord and square knots. Handle and move packages, boxes, crates, and other types of shipping containers, or new materials or dunnage out of which they are made. Handle and move furniture, appliances, equipment, and household goods of assorted shapes and sizes.	Language Arts Identify supplies and equipment by names Recognize colors Read labels Write simple messages Use telephone Alphabetize materials Arithmetic Tell time Count materials in sequence Measure by sizes Measure weight Measure length Sort objects by numbers Compare cost of wrappers and other supplies	Wrapping paper Paper dispenser Ribbons String Scissors Scotch tape and dispenser Wrapping counter Stapler Bow-maker Boxes--various sizes and types Sample merchandise Tape measure Ruler Yardstick

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
8. Clean-up procedures	Assist in all packer-crater functions, including fabrication of packages, boxes, crates, and any and all types of shipping containers from new materials or dunnage, and lining, packing, nailing, and strapping securely within them every kind of furniture, appliance, equipment, and household goods of assorted shapes and sizes. Keep packing area clean and in orderly working condition. Truck or carry packaging materials to packaging machine and packaging lines from storage areas. Mix glue for sealing cartons, using bucket and paddle. Fill glue reservoirs in machine and at carton scaling stations on packaging line.	Others Follow health and safety rules Demonstrate good grooming Follow work schedules Demonstrate acceptable manners Introduce unit on sources of paper Take field trips to package wrapping department in a store	

Cluster: BUSINESS OCCUPATIONS -- Related Sales Services

Job: Courtesy Clerk

Objective: Perform to the satisfaction of the employer the functions of a courtesy boy

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
1. Fundamental rules of bagsmanship 2. Other duties of a courtesy boy 3. Job requirements 4. Proper lifting procedures 5. Safety rules and regulations 6. Proper job attitude 7. Interpersonal relationship	Select the correct bag or wrapping Identify fragile items Put groceries into bags or boxes Recognize hazards of cart operation Ask customer direction for placement of items in automobile Demonstrate proper placement of items in automobile Observe parking and traffic safety	Language Arts Identify common goods in stores Read labels Study unit vocabulary Read market signs and labels Arithmetic Tell time Identify bags by sizes Count objects in sequence Know money values Recognize $ and ¢ correctly Measure weight Compute salary by hour, day, week	Cash register Groceries eggs bread vegetables tofu canned goods tomatoes Bags Shopping cart

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
8. Clean-up procedures	Prevent damage to automobile a. Care in opening door b. Care in closing door Sweep, mop, and take out trash Clean rooms and parking area Store empty bottles Clean windows	Others Follow work schedules Study market layouts Demonstrate good grooming Study health and safety rules Discuss acceptable manners Work with actual merchandise in classroom	

Cluster: BUSINESS OCCUPATIONS -- Related Sales Services

Job: Truck Driver Helper

Objective: Perform the various job tasks as directed by a truck driver or supervisor

Content	Occupational Experience	Related Instruction	Teaching Aids Supplies & Equipm
1. Loading and unloading cargo procedures 2. Handling and moving merchandise 3. Driving precautions 4. Safety procedures 5. Job attitude requirements	Assist in handling and moving merchandise, appliances, containerized goods, furniture and other materials and equipment between manufacturing plants, warehouses, docks, wholesale and retail establishments, customers' houses, and construction job sites. Assist in loading and unloading consigned cargo by hand or by use of hand truck or dolly. Assist in warehouse, reworking damaged cargo, handling, stenciling, and building boxes. Carry merchandise to and from truck.	Language Arts Identify supplies and equipment Read labels Write simple messages Use telephone Read simple instructions Locate specific areas on maps Arithmetic Tell time Count money and make change Measure weights Compute salary	Hand truck Dolly Moving pads First Aid Kit Maps of Honolulu Resource speaker Film Visit trucking fir

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Assist in keeping warehouse, trucks, trailers, containers and terminal area in clean and orderly condition. Pad, stack, and secure items in position on truck to prevent damage during shipment. Deliver and stack merchandise on customer's premises and collect payments or obtain receipt for goods. Count money and make change. Do simple reading (slips, labels, etc.). Do simple writing (record payments).	Others Follow work schedule Follow health and safety rules Practice first aid Practice lifting heavy objects Proper job attitude	

Cluster: PERSONAL/PUBLIC SERVICE OCCUPATIONS--Supervi

Jobs: Child Care Center Helper
Baby Sitter (for 2-10 year olds)
Nursery School Teacher's Aide

Objectives: Assist children to establish habits and to participate in a
patterns of growth and development. Under close superv
Practice proper hygiene for self and children
Practice safety measures
Assist in bathing, feeding and clothing a pre-school
Assist in preparing child for rest
Show simple picture story books
Assist with simple games, dances and songs for chil
Assist in all clean-up activities related to child care

Content	Occupational Experiences	Related Instruction
1. Growth and development of children	Demonstrate and practice very simple first aid techniques.	Language Arts Follow simple ten direction
2. Personal hygiene for self and child	Practice steps in bathing child.	Write simple Use telephone
3. First aid and safety	Tidy children and area after meal.	Use telephone Practice aski questions
4. Bathing and toileting	Practice games, songs, and dances of children.	Practice conv skills Recognize sin names
5. Feeding a child	Assist in setting up and putting away resource materials and equipment.	Read labels Read newspap information
6. Clothing		Demonstrate simple pictu

L/PUBLIC SERVICE OCCUPATIONS--Supervised Child Care Services

(Center Helper
(for 2-10 year olds)
hool Teacher's Aide
dren to establish habits and to participate in activities within their gross
growth and development. Under close supervision:
ce proper hygiene for self and children
ce safety measures
in bathing, feeding and clothing a pre-school child
in preparing child for rest
imple picture story books
with simple games, dances and songs for children
in all clean-up activities related to child care activities

Occupational Experiences	Related Instruction	Teaching Aids Supplies and Equipment
Demonstrate and practice very simple first aid techniques.	Language Arts	Growth chart Magazine pictures
Practice steps in bathing child.	Follow simple written directions Write simple messages Use telephone properly Use telephone directory Practice asking good questions Practice conversation skills Recognize simple names Read labels Read newspapers for information Demonstrate use of simple picture books	Films on baby sitting: "To a Baby Sitter" "Helping in the Care of Younger Children" "Frustrating Fours and Fascinating Fives from Socially Six to Noisy Six" Children's House, Headstart Elementary Schools
Tidy children and area after meal.		
Practice games, songs, and dances of children.		
Assist in setting up and putting away resource materials and equipment.		

Content	Occupational Experiences	Related Instruction	T Suppl
7. Rest	Practice clean-up activities as related to child care activities.	Arithmetic	35 m sli
8. Recreation		Tell time	mo
9. Clean-up procedures	Help children remove outer garments.	Count objects in sequence Arrange serially by numbers	car scr pro
10. Proper job attitude	Organize and participate in games, read to children, and teach simple painting, drawing, handwork, songs, and similar activities.	Measure weight Compare prices of grooming and toilet articles Compute salaries for regular pay, overtime pay or pay by day, week, month	Full Groc Film of
11. Getting along with others	Direct children in eating, resting, and toileting.		New Mag Tele
	Help children develop habits of caring for own clothing and picking up and putting away toys and books.	Others Follow work schedule Discuss proper grooming	Resc mo pub
	Maintain discipline.	Study health and safety rules Introduce unit on child care	Dish spo
	Serve meals and refreshments to children and regulate rest period.	Discuss acceptable manners Discuss home layouts for proper identification of areas	Plas Arti
			All t me

upational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
actice clean-up activities related to child care ivities. p children remove outer ments. ganize and participate games, read to chil- n, and teach simple nting, drawing, hand- rk, songs, and similar ivities. ect children in eating, ting, and toileting. p children develop its of caring for own thing and picking up putting away toys and ks. intain discipline. ve meals and refresh- nts to children and ulate rest period.	Arithmetic Tell time Count objects in sequence Arrange serially by numbers Measure weight Compare prices of grooming and toilet articles Compute salaries for regular pay, over- time pay or pay by day, week, month Others Follow work schedule Discuss proper grooming Study health and safety rules Introduce unit on child care Discuss acceptable manners Discuss home lay- outs for proper identification of areas	35 mm camera and slide projector, motion picture camera, projector, screen, overhead projector, acetates Full length mirror Grooming supplies Film--"A Teen's ABA of Beauty" Newspapers Magazines Telephone Resource speakers: mothers public health nurse Dishes, flatware, food sponge and wash cloth Plastic bags Article of clothing All types of play equip- ment and supplies

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Assist in such tasks as preparing food and cleaning quarters. Show simple picture story books.	Practice acceptable personal health habits such as washing hands, coughing, taking X-ray	Library--select appropriate books Broom, dust pan, brush, dust cloth

Cluster: PERSONAL/PUBLIC SERVICE OCCUPATIONS--Hom

Job: Homemaker's Assistant

General Objective: Perform housekeeping tasks under the supervision of

Specific Objectives:
Identify materials used in flooring, walls, furniture home
Use proper tools and cleaning agents for housekeepin
Wash and iron clothes properly
Repair simple clothes
Clean table and dishes properly
Utilize energy and time efficiently in house cleaning

Content	Occupational Experiences	Related Instruction
1. Floor care	Identify various floor covering materials	Language Arts
2. Wall care	Clean floor, using proper tools and cleaning agents	Identify equipment and materials and furniture
3. Furniture care	Identify various wall finishes	Read labels
4. Appliance care	Clean walls using proper tools and cleaning agents	Follow simple written directions
5. Surface finishes and care	Clean furniture using proper cleaning agents and tools	Use telephone prope
6. Window care		Use telepone directo
7. Making beds		Arrange items alphabetically
8. Laundering		Read newspaper for sales
9. Ironing		Read newspaper for jobs
		Study unit vocabular

RSONAL/PUBLIC SERVICE OCCUPATIONS--Home Services

nemaker's Assistant

form housekeeping tasks under the supervision of the homemaker

ntify materials used in flooring, walls, furniture and appliances in the home
proper tools and cleaning agents for housekeeping
sh and iron clothes properly
pair simple clothes
an table and dishes properly
ize energy and time efficiently in house cleaning

Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
Identify various floor covering materials	Language Arts	Sample of floorings Cleaning agents for floor care
Clean floor, using proper tools and cleaning agents	Identify equipment and materials and furniture Read labels Follow simple written directions Use telephone properly Use telepone directory Arrange items alphabetically Read newspaper for sales Read newspaper for jobs Study unit vocabulary	Equipment and tools for floor care: vacuum cleaner, carpet sweepers & buffing machine, mops (dry and wet), sponge and brooms Resource persons such as a homemaker
Identify various wall finishes		Sample of wall finishes
Clean walls using proper tools and cleaning agents		Cleaning agents for wall care
Clean furniture using proper cleaning agents and tools		

Content	Occupational Experiences	Related Instruction
10. Simple repair of clothes	Clean major appliances such as range, refrigerator, freezer, washer, dryer, oven, dishwasher	Arithmetic Tell time Count objects in sequence Sort materials serially by numbers Compare prices of furnishings Compute cost of materials Compute salary for work done
11. Care of tableware		
12. Select and use cleaning agents for identified task	Clean interior of refrigerator with bicarbonate of soda solution	
13. Work simplification	Clean small appliances such as toaster, can opener, skillet	
	Clean fixtures and appliances using proper tools and cleaning agents	Others
	Remove and clean window screens	Follow work schedul Introduce unit on furniture
	Use proper cleaning agent for glasses	Introduce unit on interior decoration Introduce unit on bod mechanics
	Make beds	Practice protecting self from dangerou cleaning agents
	Operate washers and dryers and care for them	Avoid or prevent harmful chemical reactions
	Starch clothes if necessary	

Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
Clean major appliances such as range, refrigerator, freezer, washer, dryer, oven, dishwasher Clean interior of refrigerator with bicarbonate of soda solution Clean small appliances such as toaster, can opener, skillet Clean fixtures and appliances using proper tools and cleaning agents Remove and clean window screens Use proper cleaning agent for glasses Make beds Operate washers and dryers and care for them Starch clothes if necessary	Arithmetic Tell time Count objects in sequence Sort materials serially by numbers Compare prices of furnishings Compute cost of materials Compute salary for work done Others Follow work schedules Introduce unit on furniture Introduce unit on interior decoration Introduce unit on body mechanics Practice protecting self from dangerous cleaning agents Avoid or prevent harmful chemical reactions	Equipment and tools for floor care Actual wall finishes on school campus Old newspapers, dusters, rags, dust-rags Refrigerators, ranges, freezers, dishwashers, oven Scrapers Sinks, mirrors, plate glasses, plastics, rags, sponges, bath-tub, closet, disinfectant Screens, brushes, cleaning agents Beds, pillows, blankets, sheets Washers, dryers, clothes, starch, laundry soaps, clothes pins, timer Dry iron, steam iron, fabric finishes, clothes Buttons, bindings, clothes

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Fold clean laundry for storing Iron clothes using proper techniques Replace lost buttons Put up hems Repair bindings Mend ripped seams Wash, rinse, dry and put away dishes using sanitary and safe procedures Use proper cleaning agents and tools	Use gloves where necessary Discuss body mechanics (push, pull, lift, etc.) Use short cuts of housekeeping	Detergents, dish-washing, tools, dishes, glassware Sample of various cleaning agents

Cluster: PERSONAL/PUBLIC SERVICE OCCUPATIONS--Gro

Jobs: Landscape Gardener Helper
Yard Caretaker

Objectives: Operate the following types of lawnmowers safely:

a. rotary
b. reel

Identify properly, use, and maintain hand tools, hoe
(hand and mechanical), edgers (hand and mecha
Identify different watering devices and their proper
Identify, handle and dispose of the common poisonou
Apply fertilizer under supervision
Apply pesticides under supervision
Identify and properly use different sprayers
Identify common weeds and utilize mechanical contr
Transplant, prune, trim and maintain ornamental pl
Properly collect and dispose of trimmings, leaves a
Identify and properly use safety equipment

Content	Occupational Experiences	Relate Instructi
1. Gardening equipment and supplies	Use, care, service, and operate lawn movers	Language
a. Lawn mowers b. Tools c. Pesticides d. Fertilizers	a. Parts--wheels, engine, crank case, spark plugs, gas tank and control b. Service--lubrication, check fuel and loose parts	Identify an simple to equipmer Read label Read simp tions Relate sir message
2. Weed control measures		

/PUBLIC SERVICE OCCUPATIONS--Ground Maintenance Services

Gardener Helper
ker

following types of lawnmowers safely:

ry

perly, use, and maintain hand tools, hoes, sickies, shovels, trimmers
nd mechanical), edgers (hand and mechanical)
erent watering devices and their proper uses
ndle and dispose of the common poisonous plants found in Hawaii
izer under supervision
cides under supervision
properly use different sprayers
mon weeds and utilize mechanical control measures
prune, trim and maintain ornamental plants
llect and dispose of trimmings, leaves and other litter
properly use safety equipment

Occupational Experiences	Related Instruction	Teaching Aids Supplies and Equipment
Use, care, service, and operate lawn movers	Language Arts	Mowers
a. Parts--wheels, engine, crank case, spark plugs, gas tank and control	Identify and use simple tools, equipment Read labels Read simple instructions	Mechanical 1. reel 2. rotary
b. Service--lubrication, check fuel and loose parts	Relate simple messages	Manual

Content	Occupational Experiences	Related Instruction
3. Safety equipment	c. Care--cleaning	Study safety words
	d. Operation--starting engine controls and adjusting of different types and brands	Use telephone
4. Activities in yard cleaning		Use telephone directory
		Read road maps
5. Poisonous plants	e. Explanation of warranty	Study and spell unit vocabulary
	Demonstrate safe practices	Arithmetic
	Collect and dispose of cuttings, trimmings, and other litter	Tell time
		Measure by weight
		Study liquid measure
	Use different tools (mechanical and manual)	Understand money values
		Compare cost of equipment and supplies
	Use equipment for watering and irrigating	Compute salary to be earned
	Use equipment for trimming and edging	Others
	Use basic types of fertilizers on lawns (direct supervision)	Follow work schedule
		Discuss health and safety measures
		Discuss proper clothing
		Introduce unit on plants

	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
ient	c. Care--cleaning	Study safety words	Safety charts and posters
yard	d. Operation--starting engine controls and adjusting of different types and brands	Use telephone Use telephone directory Read road maps	Pictures on ways of storing equipment Film or filmstrips on different types of terrain
nts	e. Explanation of warranty	Study and spell unit vocabulary	Hoe, rake, shovel, trimmers, weeders, pruners, shears, and picks
	Demonstrate safe practices	Arithmetic	Water hose Sprinklers ground hand
	Collect and dispose of cuttings, trimmings, and other litter	Tell time Measure by weight Study liquid measure Understand money values	Edgers Trimmers hand mechanical
	Use different tools (mechanical and manual)	Compare cost of equipment and supplies Compute salary to be earned	Pictures and posters of "live" poisonous plants Common fertilizers and sprays
	Use equipment for watering and irrigating	Others	Spraying and fertilizing equipment
	Use equipment for trimming and edging	Follow work schedule Discuss health and safety measures Discuss proper clothing Introduce unit on plants	
	Use basic types of fertilizers on lawns (direct supervision)		

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Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Use different methods of weeding--using different types of tools	Introduce unit on conservation Invite guest speakers--State Department of Agriculture	Five common types of weeds and tools used Films and filmstrips
	Mix soil with other materials such as sand and peat moss, to prepare plant beds, and plant specified seeds, seedlings, or bulbs	Display and explain common poisonous plants	

Cluster: PERSONAL/PUBLIC SERVICE OCCUPATIONS--Building Maintenance Services

Jobs: Janitor
Building Custodian

Objectives: Clean and maintain a hotel room, business office, shop area, and/or its surroundings

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
1. Care and use of maintenance equipment and materials	Sweep, mop, and/or scrub hallways and stairs	Language Arts	Work schedules
		Identify basic equipment and tools	Brooms--assorted
	Empty tenants' trash and garbage containers	Study safety words	Mop wringers
2. Operational procedures in cleaning and maintaining hotel rooms, business offices, and shop buildings		Read labels	Brushes--assorted
		Read and write simple messages	Dusters
	Keep building in good repair, performing routine painting, plumbing, electrical wiring, and other related maintenance activities using hand tools	Use telephone	Dust pans
		Read simple instructions	Buckets, cleaning agents
3. Safety rules and security regulations		Read registration forms used at work stations	Vacuum cleaner and carpet sweepers
	Caution tenants regarding complaints about excessive noise, disorderly conduct, or misuse of property.		Furniture, linens, bed carpet
4. Job requirements		Arithmetic	Rubbish recepticles
			Bathroom (tub and showers)
5. Proper job attitude	Notify management concerning needs for major repairs or additions to lighting, heating, and ventilating equipment.	Measure weight of supplies and equipment	Time clocks
			Mop
6. Interpersonal relationship		Measure length of materials	Mop heads
			Broom heads
7. Ground maintenance techniques		Study liquid measure	Handles
	Mow lawn, trim shrubbery, cultivate flowers, using hand tools and power tools		Light bulbs
			Waxes
			Solvents
			Buffer--manual mechanical

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Cultivate flowers, using hand tools and power tools Post signs to advertise vacancies and show empty apartment to prospective tenants Clean walls, fixtures with proper cleaning agents Dispose material gathered in vacuum cleaner Change worn parts of cleaning equipment such as mop heads, handles, light bulbs, broom heads Wax and polish floors Examine types of solvents and waxes to be used for floors Secure building and premises	Measure different types of solvents and detergents for cleaning Identify bulbs by sizes Arrange supplies and equipment serially by numbers Tell time Do simple counting Others Discuss proper handling of cleaning fluids Equipment to show hazards of fluids and detergents Follow work schedules Discuss health and safety rules Introduce unit on Hotel Industry Examine types of solvents and waxes to be used for floors Examine different kinds of floors (wood, vinyl, asphalt, concrete)	Polish Brush Different kinds of floors Charts, posters Desks, chairs Handcart, dolly Elevator Detergents, wash cloths Disinfectants Sponges Toilet tissues Hand towels Dispensers Soap Locks(various types) Lamp Tubchair Desk and chair Dresser Night stand

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
		Take trips to specific job sites Discuss consumer education (cost value of carpets, fixtures, damages)	

Cluster: PERSONAL/PUBLIC SERVICE OCCUPATIONS--Building Maint

Jobs: Houseman
House Boy

Objectives: Clean and maintain a hotel room, business office, shop area, a

Content	Occupational Experiences	Related Instruction
1. Care and use of maintenance equipment and materials	Clean rugs, carpets and upholstered furniture, using vacuum cleaner, brooms and shampooing machines	Language Arts Identify basic equipment and tools Study safety words Read labels Read and write simple messages Use telephone Read simple instructions Read registration forms used at work stations
2. Operational procedures in cleaning and maintaining hotel rooms, business offices and shop buildings	Clean rooms, hallways, lobby, lounges and lavatories	
	Wash walls and ceilings	
	Move and arrange furniture	
3. Safety rules and security regulations	Turn mattresses	
4. Job requirements	Sweep, mop, and scrub floors	Arithmetic Measure weight of supplies and equipment Measure length of materials Study liquid measure
5. Proper job attitude	Wax and polish floors by hand or by machine	
6. Interpersonal relationship	Hang draperies	
	Dust venetian blinds	
7. Ground maintenance techniques	Wash windows	

PUBLIC SERVICE OCCUPATIONS--Building Maintenance Services

intain a hotel room, business office, shop area, and/or its surroundings

Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
lean rugs, carpets and upolstered furniture, using acuum cleaner, brooms nd shampooing machines	Language Arts Identify basic equipment and tools Study safety words Read labels Read and write simple messages Use telephone Read simple instructions Read registration forms used at work stations	Work schedules Brooms--assorted Mop wringers Brushes--assorted Dusters Dust pans Buckets, cleaning agents Vacuum cleaner and carpet sweepers Furniture, linens, bed carpet Rubbish recepticles Bathroom (tub and showers) Time clocks Mop Mop heads Broom heads Handles Light bulbs Waxes Solvents Buffer--manual mechanical
lean rooms, hallways, obby, lounges and lavatores		
Wash walls and ceilings		
Move and arrange furniture		
Turn mattresses		
weep, mop, and scrub loors		
Wax and polish floors by and or by machine		
Hang draperies		
Dust venetian blinds		
Wash windows		

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Polish metalwork	Measure different types of solvents and detergents for cleaning	Polish Brush
	Set up sample rooms for sales meetings	Identify bulbs by sizes	Different kinds of floors Charts, posters
	Collect soiled linens for laundering and receive and store linen supplies in floor linen closet	Arrange supplies and equipment serially by numbers	Desks, chairs Handcart, dolly
		Tell time	Elevator
		Do simple counting	Detergents, wash cloths
			Disinfectants
			Sponges
		Others	Toilet tissues
			Hand towels
		Discuss proper handling of cleaning fluids	Dispensers Soap
		Equipment to show hazards of fluids and detergents	Locks (various types) Lamp
		Follow work schedules	Tubchair Desk and chair
		Discuss health and safety rules	Dresser Night stand
		Introduce unit on Hotel Industry	

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
		Examine types of solvents and waxes to be used for floors (wood, vinyl, asphalt, concrete) Take trips to specific job sites Discuss consumer education (cost value of carpets, fixtures, damages)	

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Cluster: PERSONAL/PUBLIC SERVICE OCCUPATIONS--Building Maintenance Services

Jobs: Hotel Housekeeping Assistant
Room Maid

Objectives: Clean and maintain a hotel room, business office, shop area, and/or its surrou

Content	Occupational Experiences	Related Instructions	Teaching A Supplies & Equi
1. Care and use of maintenance equipment and materials	Sweep and mop floors	Language Arts	Work schedule
	Vacuum carpets	Identify basic equipment and tools	Brooms--asso
2. Operational procedures in cleaning and maintaining hotel rooms, business offices and shop buildings	Dust furniture	Study safety words	Mop wringers
	Clean bathroom using disinfectants	Read labels	Brushes--asso
	Use the following cleaning tools: broom, mop, vacuum cleaner, brushes, sponges, cloths, detergents, polish, and disinfectant solutions	Read and write simple messages	Dusters
3. Safety rules and security regulations		Use telephone	Dust pans
		Read simple instructions	Buckets, clea agents
4. Job requirements		Read registration forms used at work stations	Vacuum cleane carpet sweep
	Empty wastebaskets and ashtrays, replenish towels and soap and refill restroom dispensing machines	Arithmetic	Furniture, lin bed carpet
5. Proper job attitude		Measure weight of supplies and equipment	Rubbish recep
		Measure length of materials	Bathroom (tub showers)
6. Interpersonal relationship	Wash walls, woodwork and windows and polish brass and chrome	Study liquid measure	Time clocks
		Measure different types of solvents and detergents for cleaning	Mop
			Mop heads
			Broom heads
			Handles
			Light bulbs
			Waxes
			Solvents
			Buffer--manu mech

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
7. Ground maintenance techniques	Sort, count, fold, mark, or carry linens Make beds, change linens Move furniture, hang drapes, roll carpets, and replace light globes Clean, beat rugs Practice changing worn parts of cleaning equipment--mop heads, handles, light bulbs, broom heads Follow instructions of supervisor Follow instructions about locking doors, windows	Identify bulbs by sizes Arrange supplies and equipment serially by numbers Tell time Do simple counting Others Discuss proper handling of cleaning fluids Equipment to show hazards of fluids and detergents Follow work schedules Discuss health and safety rules Introduce unit on Hotel Industry Examine types of solvents and waxes to be used for floors Examine different kinds of floors (wood, vinyl, asphalt, concrete) Take trips to specific job sites Discuss consumer education (cost value of carpets, fixtures, damages)	Polish Brush Different kinds of floors Charts, posters Desks, chairs Handcart, dolly Elevator Detergents, wash cloths Disinfectants Sponges Toilet tissues Hand towels Dispensers Soap Locks (various types) Lamp Tubchair Desk and chair Dresser Night stand

Cluster: FOOD SERVICE OCCUPATIONS--Supervised Food Services

Jobs: Busboy/Busgirl
Dish Carrier
Waiter Assistant

General Objective: Perform the duties of the job by:
1. Using sanitary practices when handling food
2. Practicing safety rules when handling food
3. Maintaining satisfactory personal appearance

Specific Objectives:
Identify dishes, flatware and glassware
Set table properly
Remove dishes from table
Stack dishes in tote boxes
Clean and wipe tables
Work with waitress or waiter
Use and wear uniform properly
Practice proper hygiene
Practice safety measures

Content	Occupational Experiences	Related Instruction
1. Cleanliness	Wash hands correctly	Language Arts
2. Safety rules	Practice use of hot pads and mitts, and sharp objects	Identify supplies and equipment
3. Disease germs		Follow simple directions
4. Personal appearance	Practice wiping up spilled food and disposing of broken glass	Read simple directio Read labels
5. Table needs, setting and cleaning	Practice folding table linens	Study unit vocabulary
6. Other responsibilities of a busboy		

RVICE OCCUPATIONS--Supervised Food Services

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the duties of the job by:
sing sanitary practices when handling food
racticing safety rules when handling food
aintaining satisfactory personal appearance

ishes, flatware and glassware
properly
lishes from table
hes in tote boxes
d wipe tables
h waitress or waiter
vear uniform properly
proper hygiene
safety measures

Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
Wash hands correctly	Language Arts	Soap--liquid and solid Towels--cloth and paper
Practice use of hot pads and mitts, and sharp objects	Identify supplies and equipment Follow simple directions	Manicuring supplies, orangewood stock, emery board, cuticle remover, cotton
e Practice wiping up spilled food and disposing of g broken glass	Read simple directions Read labels Study unit vocabulary	Pots and pans, sharp knives, forks, broken glasses, gas range, electric range and appliances
Practice folding table linens		

Content	Occupational Experiences	Related Instruction
7. Proper job attitude 8. Interpersonal relationship	Practice putting dishes into tote boxes and carrying them to dishwasher Practice wiping tables with salt, pepper and sugar containers on table Carry dirty dishes from dining room to kitchen Replace soiled table linens and set tables with silverware and glassware Replenish supply of clean linens, silverware, glassware, and dishes in dining room Supply service bar with food, such as soups, salads, and desserts Serve ice water and butter to patrons	Read health books and pamphlets on diseases and accident prevention Arithmetic Tell time Count objects in sequence Sort objects by numbers Count money Discuss problems relating to loss wages due to illness or accident Others Discuss care in handling dishes and glasses Discuss safety measure while working Demonstrate acceptable manners Introduce unit on germs

Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
Practice putting dishes into tote boxes and carrying them to dish-washer Practice wiping tables with salt, pepper and sugar containers on table Carry dirty dishes from dining room to kitchen Replace soiled table linens and set tables with silverware and glass-ware Replenish supply of clean linens, silverware, glass-ware, and dishes in dining room Supply service bar with food, such as soups, salads, and desserts Serve ice water and butter to patrons	Read health books and pamphlets on diseases and accident prevention Arithmetic Tell time Count objects in sequence Sort objects by numbers Count money Discuss problems relating to loss wages due to ill-ness or accident Others Discuss care in handling dishes and glasses Discuss safety measure while working Demonstrate accep-table manners Introduce unit on germs	Tote trays and carts First aid kit Agar media, glass disks, good samples, posters Garbage cans--plastic levers Films Resource persons Guest speakers Display of toothbrushes and dental needs Magazine and poster pictures Film on teeth care Body deodorants Dishes, flatware, glass-ware, mats, and linens Pictures, posters Cloth and paper napkins, tablecloth, place mats, salt-pepper shakers, Resource persons Tote box, dishes, flat-ware, glassware, silverware Cleaning cloths, soap, cleaning agents Restaurant dining table Busboy uniform

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Clean and polish glass shelves and doors of service bars and equipment Make coffee and fill fruit juice dispensers Run errands and deliver food orders to offices Transfer food and dishes between floors of establishment, using dumbwaiter Service guests with incidentals such as water, beverages, bread and rolls	Study work schedules Explain use of soap in removing soil Demonstrate and practice cleaning of fingernails Practice first aid for minor cuts and bruises Use agar test on glasses, dishes, dirt from fingernails, face, food, utensils and insects Show harmful and helpful bacteria Demonstrate and practice proper cleansing of food and dishes Clean garbage cans Arrange for student X-ray Invite speakers from Board of Health Take field trips to health centers Discuss good grooming Use speakers from "Charm School" to explain good grooming	

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
		Prepare list of available dentists in neighborhood Check teeth Demonstrate and practice use of toothbrush Invite speaker on dental hygiene Discuss need for daily bath Show and demonstrate use of deodorants Display and identify different types of dishes Demonstrate and practice table setting Take field trips to restaurant Invite speakers from commercial catering places	

Cluster: FOOD SERVICE OCCUPATIONS--Supervised Food Services

Job: Dishwasher

General Objective: Perform the duties of a dishwasher by:
1. Using sanitary practices when handling dishes
2. Practicing safety rules when handling dishes
3. Maintaining satisfactory personal appearance

Specific Objectives: Hand wash dishes correctly
Machine wash dishes correctly

Content	Occupational Experiences	Related Instruction
1. Cleanliness	Wash hands correctly	Language Arts
2. Safety rules	Clean fingernails	Identify supplies and equipment
3. Disease germs	Use hot pads and mitts correctly	Read labels Follow simple directions
4. Personal appearance	Wipe up spilled food and dispose of broken glasses	Read newspaper for jobs
5. Hand washing dishes	Turn on and off electric and gas units	Arithmetic
6. Machine washing	Clean and care for appliances	Read thermometer Write temperature readings
7. Proper job attitude	Use tote carts and trays properly	Tell time Compute cost of meals
8. Clean-up procedures	Clean garbage cans	Compare pay scale of different jobs in a restaurant

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the duties of a dishwasher by:
Using sanitary practices when handling dishes
Practicing safety rules when handling dishes
Maintaining satisfactory personal appearance

sh dishes correctly
wash dishes correctly

Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
Wash hands correctly	Language Arts	Soap--liquid and solid
Clean fingernails	Identify supplies and equipment	Towels--cloth and paper
Use hot pads and mitts correctly	Read labels	Manicuring supplies, orangewood stick, emery board, cuticle remover, cotton
Wipe up spilled food and dispose of broken glasses	Follow simple directions	Pots and pans, sharp knives, forks, broken glasses, gas range, electric range and appliances
Turn on and off electric and gas units	Read newspaper for jobs	Tote trays and carts
Clean and care for appliances	Arithmetic	First aid kit
Use tote carts and trays properly	Read thermometer	Agar media, glass disks, food samples, posters
Clean garbage cans	Write temperature readings	Garbage cans--plastic levers
	Tell time	Films
	Compute cost of meals	Resource persons
	Compare pay scale of different jobs in a restaurant	Guest speakers
		Display of toothbrushes and dental needs

Content	Occupational Experiences	Related Instruction
9. Getting along with others	Use correct method of washing, rinsing, soaking and drying. Wash in hot water (110°-120°) Wash with detergent Rinse in clean, hot water Santize by submersing in 180° water for 30 seconds (chemical may be added), or cold water plus chemical Wash dishes in school cafeteria Visit and observe cafeteria or restaurant establishment using machine dishwashers Rack dishes and use prerinse spray Read thermometer Air dry and store dishes	Others Discuss care in handling dishes and glasses Discuss health and safety rules Study work schedules Introduce unit on table manners Introduce unit on thermometer Explain use of soap in removing soil Practice first aid for minor cuts and bruises Use agar test on glasses, dishes, dirt from fingernails and insects Show harmful and helpful bacteria Demonstrate and practi proper cleaning of foo and dishes Arrange for student X-ray Invite speakers from Board of Health Take field trips to heal centers

ccupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
se correct method of wash-g, rinsing, soaking and rying. ash in hot water (110°-20°) ash with detergent inse in clean, hot water ntize by submersing in 80° water for 30 seconds hemical may be added), cold water plus chemical ash dishes in school afeteria isit and observe cafeteria r restaurant establish-ent using machine dish-ashers ack dishes and use pre-nse spray ead thermometer ir dry and store dishes	Others Discuss care in handling dishes and glasses Discuss health and safety rules Study work schedules Introduce unit on table manners Introduce unit on thermometer Explain use of soap in removing soil Practice first aid for minor cuts and bruises Use agar test on glasses, dishes, dirt from finger-nails and insects Show harmful and help-ful bacteria Demonstrate and practice proper cleaning of food and dishes Arrange for student X-ray Invite speakers from Board of Health Take field trips to health centers	Magazines and poster pictures Films on teeth care Body deodorants Dishes, detergents, chemicals, sponges, scotch pads, brushes, dishcloth Dishes, cups, glasses, racks, utensils, thermometer, cleaning agents

Content	Occupational Experiences	Related Instruction	Teaching Ai Supplies & Equi
		Discuss good grooming Use speakers from "Charm School" to explain good grooming Prepare list of available dentists in neighborhood Check teeth Demonstrate and practice use of toothbrush	

Cluster: FOOD SERVICE OCCUPATIONS--Supervised Food Services

Job: Kitchen Aides

General Objective: Perform all the duties of a kitchen aide by:
1. Using sanitary practices when handling food and dishes
2. Practicing safety rules when handling food and dishes
3. Maintaining satisfactory personal appearance

Specific Objectives:
Clean fresh vegetables and fruits
Chop and slice vegetables and fruits
Serve food in portions
Refill salt, pepper shakers and sugar bowls
Prepare coffee in different types of urns

Content	Occupational Experiences	Related Instruction	Suppl
1. Cleanliness	Wash hands correctly	Language Arts	Soa
2. Safety rules	Clean fingernails	Identify supplies and equipment	Tow
3. Disease germs	Use hot pads and mitts properly	Read labels Study unit vocabulary	Ma or en re
4. Personal appearance	Wipe up spilled food and dispose of broken glasses	Identify common fruits and vegetables Write balanced menus Read menus	Tot Fir
5. Preparing vegetables and fruits	Turn on and off electric and gas units	Arithmetic	Aga fo
6. Serving	Clean and care for appliances	Measure liquids with measuring cups	Gar le
7. Brewing coffee		Count in sequence Study money values	Fil Res
8. Clean-up procedures	Use tote carts and trays properly	Tell time	Gue

VICE OCCUPATIONS--Supervised Food Services

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ll the duties of a kitchen aide by:
ng sanitary practices when handling food and dishes
acticing safety rules when handling food and dishes
intaining satisfactory personal appearance

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in portions
pepper shakers and sugar bowls
offee in different types of urns

Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
Wash hands correctly	Language Arts	Soap--liquid and solid
Clean fingernails	Identify supplies and equipment	Towels--cloth and paper
Use hot pads and mitts properly	Read labels Study unit vocabulary Identify common fruits and vegetables	Manicuring supplies, orangewood stick, emery board, cuticle remover, cotton
Wipe up spilled food and dispose of broken glasses	Write balanced menus Read menus	Tote trays and carts First aid kit
Turn on and off electric and gas units	Arithmetic	Agar media, glass disks, food samples, posters
Clean and care for appliances	Measure liquids with measuring cups Count in sequence	Garbage cans--plastic levers Films
Use tote carts and trays properly	Study money values Tell time	Resource persons Guest speakers

Content	Occupational Experiences	Related Instruction
9. Proper job attitude	Clean garbage cans	Compare prices of fruits and vegetables
	Clean vegetables and fruits that may be used in the kitchen	Compute cost of meals
	Chop and slice vegetables	Others
	Serve hot and cold foods in single portions	Practice health and safety rules
		Study first aid rules
	Refill salt and pepper shakers and sugar bowl	Study work schedule
		Introduce unit on food
	Make coffee in available urns	Introduce unit on diseases
	Measure coffee and water	Explain use of soap in removing soil
	Plug cord to outlet	Practice first aid for minor cuts and bruises
	Select coffee for various urns	
	Serve beverages	Use agar test on glasses, dishes, dirt from fingernails, face, food, utensils and insects
	Clean coffee urns	
	Clean utensils, equipment, and surroundings using sanitary and safety procedures; return in proper places	Show harmful and helpful bacteria

cupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
ean garbage cans	Compare prices of fruits and vege-	Display of toothbrushes and dental needs
ean vegetables and fruits t may be used in the chen	tables Compute cost of meals	Magazine pictures and posters Films on teeth care
op and slice vegetables	Others	Body deodorants Vegetables and fruits
rve hot and cold foods single portions	Practice health and safety rules Study first aid rules	Chopping boards, proper knives and containers for storage
fill salt and pepper akers and sugar bowl	Study work schedule Introduce unit on food	Containers for prepared food Serving utensils, dishes
ke coffee in available ns	Introduce unit on diseases	Salt and pepper shakers and sugar bowl (ingre- dients to go with each one)
easure coffee and water lug cord to outlet	Explain use of soap in removing soil	Coffee urns, percolator
elect coffee for various urns	Practice first aid for minor cuts and bruises	Different types of coffee Sugar, cream
rve beverages	Use agar test on glasses, dishes, dirt from finger- nails, face, food, utensils and insects	Fruit juices, tea
ean coffee urns		
ean utensils, equipment, l surroundings using nitary and safety pro- dures; return in proper ces	Show harmful and helpful bacteria	

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
		Demonstrate and practice proper cleaning of food and dishes Arrange for student X-ray Invite speakers from Board of Health Take field trips to health center Discuss good grooming Use speakers from "Charm School" to explain good grooming Prepare list of available dentists in neighborhood	

Cluster: FOOD SERVICE OCCUPATIONS--Supervised Food Services

Jobs: Counter Girl
Counterman

Objective: Perform counter girl tasks in food establishments

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
1. Duties and responsibilities of a counter girl	Serve food to diner at counter or window	Language Arts	Broom, dust pan, brush, dust cloth
2. Safety procedures	Call orders to kitchen and pick up and serve order when ready	Read menus Study unit vocabulary Read labels Write chits Identify supplies and equipment Read simple instructions Use telephone Take orders	Tote tray and carts Dishes Serving utensils Percolator Soap--liquid and solid Towels--cloth and paper Resource speakers
3. Job requirements and attitude	Accept payment or make up itemized check for service		
4. Clean-up procedures	Prepare sandwiches, salads, and other short order items	Arithmetic	
	Perform other duties, such as cleaning counter, washing dishes, and selling cigars and cigarettes	Compute cost of meals Tell time Count in sequence Money exchange Count money	
	Care and maintain juice and coffee machines	Others	
	Pack box lunches	Practice health and safety rules Practice first aid	

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Set tables	Demonstrate cleanliness	
	Take orders	Introduce unit on disease	
	Clean dishes from table, cart, tray	Job attitudes	
	Assemble menu cards or folders	Practice public relations	
	Wrap foods for carry-out order		
	Count money, use cash register		
	Mop floors, clean up breakage, spills		
	Lift and carry tray with food, dishes		

Cluster: FOOD SERVICE OCCUPATIONS--Supervised Food Services

Job: Baker's Helper

Objective: Perform baking tasks as directed by the baker

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
1. Use basic baking equipment and utensils 2. Duties and responsibilities of a baker's helper 3. Safety rules and procedures 4. Job requirements and attitudes 5. Clean-up procedures	Move and distribute bakery supplies in and around production area of bakery using handtrucks and dollies Weigh and measure ingredients, such as sugar, flour, yeast, sirup and dough Lift and dump containers of materials to help load and unload machines bins, hoppers, racks and ovens Feed lumps or sheets of dough into hopper or between rolls of machine Clean equipment Operate mixing machines and ovens Package and wrap baked goods	Language Arts Identify basic equipment, utensils and supplies Study unit vocabulary Read simple instructions Use telephone Identify basic trade terms, objects, and articles Arithmetic Measure weight Tell time Study liquid measure Compute cost of materials Compute salary Others Follow health and safety rules	Measuring cups and spoons Mixing bowls Baking pans Cooking utensils Electric mixer Pots and pans Cookie sheets Rolling pins Sifters Cleaning supplies Resource person Visitation to bakery

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Organize and stack display counters	Know first aid Proper job attitudes Follow work schedule	
	Sell bakery products	Demonstrate good grooming	
	Grease utensils	Demonstrate cleanliness	
	Clean work room and work tables		
	Assemble boxes		
	Knead dough		

Cluster: CONSTRUCTION/CIVIL TECHNOLOGY OCCUPATIONS

Job: Construction Tender (Mason, Plasterer, Carpenter, and Other Building Construction Crafts)

Objectives:
Use basic building construction craft tools
Practice safe work habits
Follow instructions and directions
Perform basic job requirements under supervision
Clean up after a job

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
1. Use basic construction craft tools 2. Safety rules and procedures 3. Safety practices on job sites 4. Job requirements 5. Clean-up	Operate all hand tools and pneumatic, electric, motor, combustion or air-driven tools or equipment necessary for the performance of work described herein Unload, handle, and distribute all materials, fixtures, furnishings and appliances from point of delivery to stockpiles to approximate point of installation Perform general clean-up, including sweeping, cleaning, washdown and wiping of construction facility, equipment and	Language Arts Identify basic tools and materials Identify trade terms, objectives and materials Recognize colors and textures Follow simple directions Study unit vocabulary Read labels Arithmetic Tell time Study linear measure Study liquid measure Discuss money values Measure weight	Basic building construction tools Building construction supplies Wheelbarrow Scaffolds Jackhammer Charts, poster, films Job lists Resource person

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	furnishings and removal and loading or burning of all debris including crates, boxes, packaging waste material Age and cure concrete, mortar and other materials applied to walls, floors, ceilings and foundations of buildings and structures Erect, plank and remove all scaffolds for lathers, plasterers, bricklayers, masons and other construction trades crafts. Build, plank or install and remove all staging, swinging and hanging scaffolds, including maintenance thereof Excavate for building and all other construction; dig trenches, foundations and holes Clear and slash brush or trees by hand or with mechanical cutting methods	Measure size of objects Compute cost of materials Compute wages Study decimal and fraction conversion Others Follow work schedules Discuss proper clothing Introduce unit on houses Discuss composition of various building materials	

Content	Occupational Experiences	Related Instruction	Teaching Aid Supplies & Equipn
	Wreck, dismantle and handle concrete forms and false work		
	Operate motorized wheel-barrows or buggies or machines of similar character, whether run by gas, diesel or electric power		
	Green cut concrete or aggregate in any form, by hand, mechanical means, grindstones or air or water		
	Load, unload, carry, distribute and handle all rods, mesh and material for use in reinforcing concrete construction		
	Cut or jackhammer streets, roads, sidewalks or aprons by hand or the use of air or other tools		
	Dig trenches, ditches and manholes and level, grade and do other preparation prior to laying pipe or conduit for any purpose		
	Load, unload, sort, stockpile, wrap, coat, treat, handle and distribute water mains, gas mains and all pipes		

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Signal men on all construction work defined herein, including traffic control signalman at construction sites Clear, excavate, fill, back-fill, grade and landscape all sites for all purposes and all labor connected therewith, including chainmen, rodmen, grade markers, etc. Perform all work in factories, mills and industrial plants including packers, cutters, loaders, raw materials unloaders, checkers, stuffers, production line personnel and stenciling of material Wreck or dismantle buildings and all structures Mix, handle, convey, pour, vibrate, gunnit and otherwise place concrete or aggregates, whether done by hand or any other process		

Cluster: CONSTRUCTION/CIVIL TECHNOLOGY OCCUPATIONS--Shop Building and Maintenance Services

Job: Termite Treater Helper

Objective: Perform various tasks of treating buildings for protection against termites

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
1. Use basic termite treating equipment and supplies	Dig around foundation to be chemically treated and dig ditches for forms using pick and shovel	Language Arts Identify basic equipment and supplies Identify basic trade terms, objects and articles Read labels Study unit vocabulary Follow directions Read safety instructions	Termite treating gun Resource persons On-site visitation Termite chemicals Face mask Spray gun
2. Duties and responsibilities of a termite treater helper	Carry lumber, building material, and tools to worksite		
3. Safety rules and precautions	Crawl underneath building to remove debris prior to spraying		
4. Job requirements and attitudes	Cut openings in building to gain access to infested areas, using hand and power tools	Arithmetic Calculate probelm in liquid measure Calculate problem in linear measure Tell time Calculate costs	
5. Use and storage of chemicals	Insert nozzle into holes and open compressed air valve of treating unit to force termicide into holes	Others Follow work schedule Use of proper safety equipment for job	
6. Clean-up procedures			

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Spray pesticide under and around building using pressure spray gun	Follow health and safety rules Proper handling of chemicals	
	Bore holes in concrete around building and inject termicide to impregnate ground		
	Clean worksite after completion of job		

Cluster: MECHANICAL OCCUPATIONS

Jobs: Auto Mechanic's Helper
General Mechanic's Helper

Objectives: Use basic mechanic's tools
Practice safe work habits
Follow instructions and directions
Clean up after a job

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
1. Use of basic mechanic's hand tools 2. Safety rules and procedures 3. Job requirements 4. Clean-up procedures	Use basic mechanic's hand tools Demonstrate safety practices Follow directions--use check list and job sheets Demonstrate safe use of hydraulic jack Remove and disassemble units such as engine, transmission, or differential to be repaired, using hand tools and power Carry and move supplies and equipment	Language Arts Identify equipment and supplies Follow simple directions Read labels Use telephone properly Read newspaper for jobs Study unit vocabulary Arithmetic Tell time Measure weight Measure liquid Compare prices of tools Compute salaries of different jobs	Basic mechanic's tools Charts, posters, films, cut-outs Industrial education teachers and tradesmen Check lists Job lists Resource persons

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Practice handling tools and supplies to mechanic	Compute cost of gas, oil, etc.	
	Remove and install simple components, e.g. tires, etc.	Others Follow work schedules Discuss health and safety rules Introduce unit on cars Discuss appropriate on-the-job clothing Tour work sites to observe job procedures and equipment	
	Clean parts of engine as directed		
	Clean tools, equipment and work areas after a job		

Cluster: MECHANICAL OCCUPATIONS

Job: Service Station Attendant

Objectives: Perform tasks as required in service station
Practice safe work habits
Follow instructions and directions
Clean up after a job

Content	Occupational Experiences	Related Instruction
1. Job tasks of service station attendant	Fill tank with gasoline or diesel fuel to level specified by customer	Language Arts Identify equipment and supplies
2. Safety rules and procedures	Observe level of oil in crankcase and amount of water in radiator and add	Identify trade term Follow simple instructions
3. Job requirements	required amounts of oil and water	Practice public rel tions practices
4. Clean-up procedures	Add necessary amount of water to battery	Arithmetic
		Tell time
	Wash windows of vehicle	Practice counting c
		Use cash register
	Lubricate vehicle and change motor oil	Compute liquid mea problems
		Add cost items
	Replace lights, and wash and wax vehicle	Others
		Follow work schedu
		Introduce unit on ca

NICAL OCCUPATIONS

tation Attendant

tasks as required in service station
safe work habits
nstructions and directions
after a job

Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
Fill tank with gasoline or diesel fuel to level specified by customer	Language Arts	Basic equipment and supplies for service station work
	Identify equipment and supplies	Charts, posters, films
Observe level of oil in crankcase and amount of water in radiator and add required amounts of oil and water	Identify trade terms	Job task analysis
	Follow simple instructions	Resource persons
	Practice public relations practices	
Add necessary amount of water to battery	Arithmetic	
	Tell time	
Wash windows of vehicle	Practice counting change	
	Use cash register	
Lubricate vehicle and change motor oil	Compute liquid measure problems	
	Add cost items	
Replace lights, and wash and wax vehicle	Others	
	Follow work schedule	
	Introduce unit on cars	

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Collect payment for services and supplies in cash or by completing credit card sales form Operate cash register, count money Assist in arranging displays, taking inventory and making daily reports Change tires Wash and dry car Hose down floors Use telephone Assist in lubrication in garage Clean car interior	Introduce unit on traffic safety Tour work sites to observe job procedures and equipment	

Cluster: MECHANICAL OCCUPATIONS

Job: Body-Fender Helper

Objectives: Use basic body-fender work tools
Practice safe work habits
Follow instructions and directions
Clean up after a job

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
1. Use of basic body-fender hand tools	Use basic body-fender hand tools	Language Arts	Basic body-fender work tools
	Use power tools for body-fender work	Identify equipment and supplies	Charts, posters, films
2. Safety rules and procedures		Identify trade terms	Industrial education teachers and tradesmen
	Demonstrate safety practices	Follow simple instructions	
3. Job requirements		Study unit vocabulary	Check lists
4. Clean-up procedures	Follow directions--use check lists and job sheets	Read newspaper for information	Job lists
			Resource persons
	Remove upholstery, accessories, and other units to gain access to vehicle body and fenders	Arithmetic	
		Tell time	
		Measure weight	
		Discuss money values	
	Remove fenders, panels, and grills, using wrenches and cutting torch, and replace them by bolting or welding them in position	Compute cost of a car and its parts	
		Compare costs of cars	
		Examine newspaper for car sales	
		Discuss loans and installment payments	

Content	Occupational Experiences	Related Instruction	Teaching Aids Supplies & Equipment
	Straighten bent frames using hydraulic jack and pulling device	Others Follow work schedules Introduce unit on cars	
	Practice sanding and grinding, pounding out dents, filling, puttying and priming under close supervision	Introduce unit on traffic and safety Tour work sites to observe job procedures and equipment	
	Practice masking cars		
	Practice handling of tools and supplies to tradesmen		
	Clean tools, equipment and work areas after a job		

APPENDICES

8/70

OCCUPATIONAL SKILLS INSTRUCTIONAL UNIT PLAN*

School _____ Date _____

Occupational Cluster _____ Job _____ Special Education T

Exploratory _____ Skill Training _____ Job Skil! Instructor _

Cooperative Training _____ Coordinator _____

Beginning Date _____ Ending Date _____

Desirable number of students per class _____ Desirable total no. c

Tasks in Terms of Objectives	Related Concepts	Equipment	Supplies	Fa

*The job skill instructor will complete the unit plan with the help of the school a coordinator and the special education teachers.

EXHIBIT A

PATIONAL SKILLS INSTRUCTIONAL UNIT PLAN*

_____ Date _____

_____ Job _____ Special Education Teacher _____

Skill Training _____ Job Skill Instructor _____

_____ Coordinator _____

_____ Ending Date _____

ents per class _____ Desirable total no. of hours _____

tives	Related Concepts	Equipment	Supplies	Facilities	Resources

will complete the unit plan with the help of the school administration,
cial education teachers.

8/70

OCCUPATIONAL SKILLS INSTRUCTIONAL UNIT EVALUATION*

School _____ Date _____

Occupational Skills Unit _____

Length of unit	Too long	_____	Just right	_____
Time spent per session	Too long	_____	Just right	_____
Number of students per session	Too many	_____	Just right	_____
Teaching methods	Appropriate	_____	Difficult	_____
Unit activities	Completed	_____	Incomplete	_____
Equipment (quantity)	Adequate	_____	Inadequate	_____
Equipment (quality)	Good	_____	Poor	_____
Supplies (quantity)	Adequate	_____	Inadequate	_____
Supplies (quality)	Good	_____	Poor	_____
Physical facilities	Adequate	_____	Inadequate	_____

		Male	Female	9th Grade	10th Grade	11th Grade
Total number of students:						
Enrolled	_____	_____	_____	_____	_____	_____
Completed	_____	_____	_____	_____	_____	_____
Qualified for occupation	_____	_____	_____	_____	_____	_____
Completed but not qualified	_____	_____	_____	_____	_____	_____

COMMENTS: _____

_____

_____
(Signature of Special Education Teacher)

*After completion of each unit, the job skill instructor, the coordinator, and the spec teacher will cooperatively complete this form. This data will be necessary to comp report to be submitted to the District Office.

EXHIBIT B

TIONAL SKILLS INSTRUCTIONAL UNIT EVALUATION*

_____ Date _____

_____

	Too long	_____	Just right	_____	Too short _____
ion	Too long	_____	Just right	_____	Too short _____
per session	Too many	_____	Just right	_____	Too little _____
	Appropriate	_____	Difficult	_____	
	Completed	_____	Incomplete	_____	
	Adequate	_____	Inadequate	_____	
	Good	_____	Poor	_____	
	Adequate	_____	Inadequate	_____	
	Good	_____	Poor	_____	
	Adequate	_____	Inadequate	_____	

	Male	Female	9th Grade	10th Grade	11th Grade	12th Grade
:						
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
tion	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____

_____

_____

_____

Education Teacher)

h unit, the job skill instructor, the coordinator, and the special education
ely complete this form. This data will be necessary to complete the school
to the District Office.

8/70

EXHIBIT C

OCCUPATIONAL SKILLS PROGRAM STUDENT PARTICIPATION DATA*
(For inter-school transfer students)

OCCUPATIONAL SKILLS PROGRAM STUDENT PARTICIPATION DATA
(For inter-school transfer students)

Name _____ Address _____
(in pencil)

School _____ Birthdate _____
(in pencil)

Social Security No. _____ Insured: Yes____ No____ DVR Client: Yes____ No____

Date mo./da.	Occupational Skills Unit	School	No. of Hours or Sessions Participated	Exploratory, Skill Training or Cooperative	Completed Yes	Completed No	Employable Yes	Employable No

*After completion of each unit the special education teacher may record the necessary data and place in student file for all students if desired. (5 x 8 card is suggested)

SUGGESTED EQUIPMENT AND SUPPLIES FOR THE OCCUPATIONAL SKILLS INSTRUCTIONAL UNITS

The suggested list of equipment and supplies may be helpful for plannin Occupational Skills Program. The Department of Education Storeroom equ list and the Department of Accounting and General Services price lists prov purchasing. All other equipment and supplies should be purchased from oth prices. All participating schools should properly process their purchases District Offices.

CLUSTER: BUSINESS OCCUPATIONS

Occupational Skills Unit	Equipment
Clerical Services	
Clerical Aide	
Delivery Clerk	
Duplicating Machine Operator	Typewriter (standard-manual) Stencil duplicator Spirit duplicator
Related Sales Services	
Package Wrapper	Paper cutter (large size)
Packer Trainee	

EXHIBIT D

ED EQUIPMENT AND SUPPLIES FOR THE
ATIONAL SKILLS INSTRUCTIONAL UNITS

pment and supplies may be helpful for planning and budgeting for the
The Department of Education Storeroom equipment and supplies
ounting and General Services price lists provide information for
ent and supplies should be purchased from other vendors at reasonable
ools should properly process their purchases through their respective

PATIONS

Equipment	Supplies
	Envelopes--all sizes
Typewriter (standard-manual)	Ditto paper
Stencil duplicator	Ditto master
Spirit duplicator	Mimeo paper
	Stencil master
	Fluid/ink
Paper cutter (large size)	Scissors
	String
	Scotch tape and dispenser
	Ribbons
	Staples and stapler
	Wrapping paper
	Tissue
	Cellophane
	Masking tape

EXHIBIT D
(continued)

Occupational Skills Unit	Equipment	Supplies
Courtesy Clerk	Shopping cart	Bags--all sizes Canned goods Fruits and vegetables and other perishable food items
Truck Driver Helper	Handy truck Dolly	Moving pads First aid kit Maps of Oahu
Stock Clerk Stacker Warehouseman		Diagrams Building blocks

EXHIBIT D
(continued)

CLUSTER: PERSONAL/PUBLIC SERVICE OCCUPATIONS

Occupational Skills Unit	Equipment	Supplies
Supervised Child Care Services		
Child Care Baby Sitter (for 2-10 year olds) Nursery School Teacher's Helper	Mirror (three-way) Phonograph Tape recorder Filmstrip projector Slide projector Projection screen	Flannel board First aid kit Ironing board, pad, cover Bucket Dishes Silverware Plastic bags
Home Services		
Homemaker's Assistant	Bed (roll away) Portable dishwasher Clothes washer and dryer Refrigerator Dry and steam iron Electric or gas range Vacuum cleaner Mirror (three-way)	Carpet and rug sweeper Ironing board, pad, cover Detergents and cleaning agents Blankets Mattress pad Pillow, pillow slips Sheets (fitted, flat) Towels

EXHIBIT D
(continued)

Occupational Skills Unit	Equipment	Supplies
		Wash cloths Dishes (four place setting) Glasses (all sizes) Hot pads Place mats Salt and pepper shakers Silverware (four place setting Broom Bucket Mop

CLUSTER: PERSONAL/PUBLIC SERVICE OCCUPATIONS

Occupational Skills Unit	Equipment
Ground Maintenance Services	
Landscape Gardener Helper	Lawn mover--reel, rotary, manual
Yard Caretaker	Hedge trimmer (electric)
	Edger
Building Maintenance Services	
Janitor	Carpet shampoo machine
Building Custodian	Carpet vacuum
Houseman	Floor polisher--electric
Houseboy	Vacuum cleaner--wet/dry
Hotel Housekeeping Assistant	Desk and chair
Room Maid	Dresser
	Night stand
	Tub chair

EXHIBIT D
(continued)

PUBLIC SERVICE OCCUPATIONS

Unit	Equipment	Supplies
vices		
Helper	Lawn mover--reel, rotary, manual	Sprayers
	Hedge trimmer (electric)	Fertilizer
	Edger	Sprinkler--ground, hand
		Hoe
		Rake
		Shovel
		Primer
		Trimmer--hand
		Shears
		Water hose
		Weeder
		Pick
rvices		
	Carpet shampoo machine	Stop watch
	Carpet vacuum	Brooms
	Floor polisher--electric	Mops
	Vacuum cleaner--wet/dry	Dust pan
ssistant	Desk and chair	Dust mop
	Dresser	Light bulbs (all sizes)
	Night stand	Waxes, polishes
	Tub chair	Solvents, detergents
		Carpet pieces
		Brushes
		Buckets
		Disinfectants
		Locks
		Mop wringer and bucket
		Lamp
		Carpet and rug sweeper

CLUSTER: FOOD SERVICE OCCUPATIONS

Occupational Skills Unit	Equipment
Supervised Food Services	Electric mixer
Busboy/Busgirl	Blender
Dish Carrier	Electric or gas range
Waiter Assistant	Toaster
Dishwasher	Waffle iron
Counter Girl	Refrigerator
Counterman	
Kitchen Aide	
Baker's Helper	

EXHIBIT D
(continued)

ICE OCCUPATIONS

Unit	Equipment	Supplies
s	Electric mixer	Tote box
	Blender	Drinking glasses--all kinds
	Electric or gas range	Silverware
	Toaster	Garbage can
	Waffle iron	Compartment racks (for dishes and glasses)
	Refrigerator	Uniforms
		Salt and pepper shakers
		Napkins--cloth and paper
		Tablecloth
		Place mats
		Soap
		First aid kit
		Body deodorants
		Thermometer (for water temperature)
		Trays--cork bottom
		Trays--cocktail
		Pots and pans
		Percolator
		Vegetables and fruits
		Chopping boards
		Sugar bowl
		Cutting knives
	Hand mixer	Meat thermometer
	Rice cooker	Measuring cups and spoons
	Detergents, soap	Mixing bowls
	Dishes	Bake pans
	Glasses	Pitcher
	Serving utensils	Cooking utensils
	Can opener	Egg beater
	Colander	

CLUSTER: CONSTRUCTION/CIVIL TECHNOLOGY OCCUPATIONS

Occupational Skills Unit

Construction Tender (Mason, plasterer, carpenter, and other building construction crafts.)

Equipment

Belt sander
Disc sander
Finishing sander
Drill, 1/4 capacity
Drill, 1/2 capacity
Portable jig-saw
Cabinet, storage
Workbench with vise
Compressor
Spray gun
Thread dies
Plumber's vise
Jackhammer

Supplies

Spackling compound
Primer
Thinner
Primer sealer
Paint
Paint brushes
Drop cloth
Putty knife, putty
Wire brush
Aluminum telescopic handle
Pipe wrench
Pipe fittings
Caps and plugs
Plumbing gook
#4 roller file
Roller sleeve
Roller handle
Rubber set brush
Bristle brush
Painter's caps
Respirator
Thread cutting oil
Copper tubing, fittings
Solder
Butane torch
Test leak
Caulking tools
Lead, lead pot (complete with stove)
Asbestos
Crucibles

Faucets, wa
Wrench--wa
Soldering ir
Soldering gu
Awls, scrat
Micrometer
Rubber hose
Shovel
Trowel, bri 11"
Hammer, br
Brick chisel
Jointing tool
Steel finishi
Wood floats
Edging tools
Mortar mixi
Bricklayers
Mixing hoe
Cement
Mortarmix
Aggregate
Brick
Block
Steel rule
Face shield
Snip (left-rig
Wire strippe
Oil
Triangle, pl
Wrecking ba
Brace, 10"

EXHIBIT D
(continued)

CTION/CIVIL TECHNOLOGY OCCUPATIONS

s Unit		Supplies	
Mason, and other rafts.)	Spackling compound	Faucets, washers	Bit, auger, 14 pcs.
	Primer	Wrench--water pump	
	Thinner	Soldering iron	Bit, drill
	Primer sealer	Soldering gun	Bit, expansive
	Paint	Awls, scratch	Chisel, butt, 1/4-1-1/2"
	Paint brushes	Micrometer	
	Drop cloth	Rubber hose	Clamp, bar
	Putty knife, putty	Shovel	Files
	Wire brush	Trowel, bricklayers, 11"	Hammer
	Aluminum telescopic handle		Level, 30"
		Hammer, bricklayers	Plane--block and smooth
	Pipe wrench	Brick chisels, 4"	
	Pipe fittings	Jointing tools, brick	Plane, Jack
	Caps and plugs	Steel finishing trowels	Pliers--assorted
	Plumbing gook	Wood floats, 12"	Saw, crosscut (8 point)
	#4 roller file	Edging tools	
	Roller sleeve	Mortar mixing box	Saw, crosscut (11 point)
	Roller handle	Bricklayers' rules	
	Rubber set brush	Mixing hoe	Saw, rip
	Bristle brush	Cement	Screwdriver
	Painter's caps	Mortarmix	Framing square
	Respirator	Aggregate	Combination square
	Thread cutting oil	Brick	Tinsnip
	Copper tubing, fittings	Block	Wrench, adjustable
	Solder	Steel rule	"C" clamp
	Butane torch	Face shield	Hack saw
	Test leak	Snip (left-right)	Lumber & plywood pieces
	Caulking tools	Wire stripper	
	Lead, lead pot (complete with stove)	Oil	Nail set, assorted sizes
		Triangle, plaster	
	Asbestos	Wrecking bar	Sandpaper
	Crucibles	Brace, 10"	

CLUSTER: MECHANICAL OCCUPATIONS

Occupational Skills Unit	Equipment
Auto Mechanic's Helper General Mechanic's Helper Service Station Attendant	Master socket wrench set with toolmobile (complete set) Primary light tester Battery charger Generator tester Ignition tester
Body and Fender Helper	Air sander Portable power equipment Torch set (complete) Oxygen and acetylene cylinder

EXHIBIT D
(continued)

HANICAL OCCUPATIONS

Skills Unit	Equipment	Supplies
Helper 's Helper ttendant	Master socket wrench set with toolmobile (complete set) Primary light tester Battery charger Generator tester Ignition tester	Compressor's gauge Starter generator current tester Vacuum gauge Remote starter and stop switch Tire pressure gauge Tire repair kit Chamois Sponge Window cleaner Screw drivers Pliers Hack saws Tapes and rules Hammer Wrenches
Helper	Air sander Portable power equipment Torch set (complete) Oxygen and acetylene cylinder	Stanley files Dollies Dent puller Lisle ridge reamer Fender hammers Welding helmet with shades Goggles Gloves Cape sleeve with bid Vise grip

SURVIVAL VOCABULARY

The following is a list of signs frequently encountered in day-to-day life some opportunity to become familiar with most of them.

All Terms Cash
Alley Closed
Always be Careful
Ambulance
A.F.L.-C.I.O
Bank
Bell
Beware of Dog
Box Office
Boy Wanted
Bus Station
Capitol Building
Caution
City Hall
Closed for Repairs
Closed for Lunch
C.O.D.
Count Your Change
Court House
Cross Cautiously
Curve
Danger
Dentist
Detour
Dead End Street
Diptheria
Doctor
Doctor's Office
Do Not Ask For Credit
Do Not Crowd
Do Not Enter
Don't Talk to the Operator
Down
Drive Slowly
Dynamite
Electricity
Elevator for Employees
Emergency Exit
Entrance
Exit
Explosive
Federal Building
Fire
Fire Escape
Fire Extinguisher
First Aid
For External Use Only
For Sale
For Rent
Found
Fragile
Fresh Paint
Gasoline
Girls Wanted
Glass
Go
Go Slowly
Handle with Care
Hands Off
Have Fare Ready
Help Wanted
Help
High Voltage
Hotel
Hospital
Hours
I.L.W.U.
In
Inflammable
Information
Kaiser Hospital
Kapu
Keep Moving
Keep Out
Keep Off
Kuakini Hospital
Laborers Wanted
Ladies Wanted
Ladies Toilet
Live Wire
Library
Look Out for Vehicles
Lost
Measles
Men Only
Mumps
No Admittance
No Left Turn
No Parking
No Fishing

EXHIBIT E

SURVIVAL VOCABULARY

list of signs frequently encountered in day-to-day life. Students should have come familiar with most of them.

Do Not Enter
Don't Talk to the Operator
Down
Drive Slowly
Dynamite
Electricity
Elevator for Employees
Emergency Exit
Entrance
Exit
Explosive
Federal Building
Fire
Fire Escape
Fire Extinguisher
First Aid
For External Use Only
For Sale
For Rent
Found
Fragile
Fresh Paint
Gasoline
Girls Wanted
Glass
Go
Go Slowly
Handle with Care
Hands Off
Have Fare Ready
Help Wanted
Help
High Voltage
Hotel
Hospital
Hours
I.L.W.U.
In
Inflammable
Information
Kaiser Hospital
Kapu
Keep Moving
Keep Out
Keep Off
Kuakini Hospital
Laborers Wanted
Ladies Wanted
Ladies Toilet
Live Wire
Library
Look Out for Vehicles
Lost
Measles
Men Only
Mumps
No Admittance
No Left Turn
No Parking
No Fishing
No Smoking
No Swimming
No Trespassing
No Spitting
Not for Internal Use
Not Responsible for Lost Articles
Office
One Way Traffic
Open Evenings
Out
Out of Order
Out for Lunch
Pay as you Enter
Penalty
Poison
Post no Bills
Private
Private Property
Public Telephone
Post Office
Police Station
Pull
Push
Queen's Medical Center
Quiet
R.R.
Restroom
Restaurant
Road Closed

EXHIBIT E
(continued)

Safety First
St. Francis Hospital
Scarlet Fever
School
Slow
Smallpox
Soft Shoulder
Street Car
Stop
Take One
Ticket Office
Thin Ice
This Way Out
This Side Up
Tripler Hospital
Use Other Door
Up
U.P.W.
Warning
Wanted
Waste
Watch Your Step
Wet Paint
Whooping Cough
Will be Back
Women Wanted
Women's Toilet
Women Only

EXHIBIT F

PROGRAM EVALUATION
OCCUPATIONAL SKILLS PROGRAM

GENERAL DIRECTIONS

1. Check the appropriate block on the top left of the page to identify your role, and write in the name of the school and the date.

2. Answer all questions that pertain to you or your duties.

3. Any elaborations may be made in the space provided below the question.

Other information to be included as evaluation data:

1. Results of student attitude profiles, Behavior Description Scale (Pre and Post Ratings)

2. Results of Job Placement and Follow-Up Study.

3. Entries in the Occupational Skills Program Student Participation Data form.

EXHIBIT F

☐ Special Education Teacher ☐ Administrator

☐ Coordinator ☐ Counselor _____ School

☐ Job Skill Instructor ☐ Other _____ _____ Date
specify

PROGRAM EVALUATION
OCCUPATIONAL SKILLS PROGRAM

1. How often do you meet with (check all applicable)

_____ Coordinator _____ Job Skill Instructor
_____ Counselor _____ Special Education Teacher

to discuss student problems?

_____ 1 to 3 times/week _____ 2 times/month
_____ Other (specify) _____ Daily

2. Do you receive support from

Counselor?	_____ Yes	_____ No
Job Skill Instructor?	_____ Yes	_____ No
Special Education Teacher?	_____ Yes	_____ No
Coordinator?	_____ Yes	_____ No

3. Are students provided with vocational counseling services?

_____ Yes _____ No _____ Not Sure _____ Other

4. Do you attempt to counsel students in your classes?

_____ Yes _____ No _____ Other

5 Rate the quantity and quality of vocational guidance material available to the students in special education classes.

_____ Good _____ Poor
_____ Fair _____ Other

6. What is your personal opinion about the Occupational Skills Program?

_____ Good
_____ Not worth having
_____ Not working according to intent of program
_____ Other (specify)

7. How do you perceive the non-participating faculty members' acceptance Skills Program?

_____ Worthwhile having
_____ Not doing any good
_____ Other (specify)

8. In your estimation, how do the students feel about the program?

_____ Good
_____ Poor
_____ Indifference
_____ Other (specify)

9. Were sufficient funds provided for your program?

_____ Yes
_____ No (explain)

10. What is your opinion about the program facilities?

_____ Good
_____ Fair
_____ Poor
_____ Other (explain)

11. Did you have sufficient equipment and supplies to carry on a good progr

_____ Yes
_____ No (explain)

12. Have you written student performance objectives for your instructional

_____ Yes
_____ No
_____

13. Was any job task analysis done to determine the occupational competenc

_____ Yes
_____ No
_____

EXHIBIT F
(continued)

l opinion about the Occupational Skills Program?

th having
_____ Not working according to intent of program
_____ Other (specify)

the non-participating faculty members' acceptance of the Occupational

hile having
g any good
_____ Other (specify)

ow do the students feel about the program?

_____ Indifference
_____ Other (specify)

provided for your program?

_____ No (explain)

about the program facilities?

_____ Poor
_____ Other (explain)

nt equipment and supplies to carry on a good program?

_____ No (explain)

dent performance objectives for your instructional program?

_____ No _____ Other

lysis done to determine the occupational competencies that need to be taught?

_____ No _____ Other

EXHIBIT F
(continued)

14. Does this instructional program provide students with on-the-job experiences?

_____ Yes _____ No

15. Does this instructional program provide students with simulated work experiences in the classroom setting?

_____ Yes _____ No

16. What is your feeling about administrative support for the program?

_____ Weak
_____ Fair
_____ Strong support
_____ Other (specify)

17. Check one or more items which best describes the source of the curriculum materials used in this instructional program.

_____ Originals by local staff
_____ Standard state curriculum guide
_____ Commercially prepared materials
_____ Adapted from similar program
_____ Developed by special agency or association (specify)
_____
_____ Other (specify)_____
_____

18. What are the chief weaknesses of the program? (List)

19. What are some of the strengths of the program? (List)

Developed by Ohio State University,
Management Science

Date _____

Student's Name _____

Instructor's Initials _____

BEHAVIOR DESCRIPTION SCALE

Directions: Please use the following items to describe the behavior of the student named above. DRAW A CIRCLE around one of the letters - A B C D E - after each item to show how frequently he behaves as described by the item.

A = Always
B = Often
C = Occasionally
D = Seldom
E = Never

1. Tries hard ..... A B C D E
2. Follows directions carefully ..... A B C D E
3. Completes assigned tasks ..... A B C D E
4. Loafs on the job ..... A B C D E
5. Resents being told what to do ..... A B C D E
6. Has a chip on his shoulder ..... A B C D E
7. Seems to resent authority ..... A B C D E
8. Creates disturbances ..... A B C D E
9. Becomes angry when mistakes are called to his attention ..... A B C D E
10. Is insolent and discourteous ..... A B C D E
11. Exhibits "don't care" attitude ..... A B C D E

A = Always
B = Often
C = Occasionally
D = Seldom
E = Never

1.	Tries hard	A B C D E
2.	Follows directions carefully	A B C D E
3.	Completes assigned tasks	A B C D E
4.	Loafs on the job	A B C D E
5.	Resents being told what to do	A B C D E
6.	Has a chip on his shoulder	A B C D E
7.	Seems to resent authority	A B C D E
8.	Creates disturbances	A B C D E
9.	Becomes angry when mistakes are called to his attention	A B C D E
10.	Is insolent and discourteous	A B C D E
11.	Exhibits "don't care" attitude	A B C D E
12.	Gets along well with other students	A B C D E

EXHIBIT G

Note:
To be used independently by at least three teachers, counselors, or administrators who have close contact with the student, once in the fall semester and at another time close to the end of the school year. Scores to be recorded in the individual student's profile for evaluation purposes.

Date_____

Student's Name _____

Instructor's Initials _____

BEHAVIOR DESCRIPTION SCALE

Directions: Add the numbers that appear in the circles for items 1 to 12 and enter the total score at the bottom.

A = Always
B = Often
C = Occasionally
D = Seldom
E = Never

1.	Tries hard	5	4	3	2	1
2.	Follows directions carefully	5	4	3	2	1
3.	Completes assigned tasks	5	4	3	2	1
4.	Loafs on the job	1	2	3	4	5
5.	Resents being told what to do	1	2	3	4	5
6.	Has a chip on his shoulder	1	2	3	4	5
7.	Seems to resent authority	1	2	3	4	5
8.	Creates disturbances	1	2	3	4	5
9.	Becomes angry when mistakes are called to his attention	1	2	3	4	5
10.	Is insolent and discourteous	1	2	3	4	5
11.	Exhibits "don't care" attitude	1	2	3	4	5
12.	Gets along well with other students	5	4	3	2	1

EXH

C = Occasionally
D = Seldom
E = Never

1.	Tries hard	5	4	3	2	1
2.	Follows directions carefully	5	4	3	2	1
3.	Completes assigned tasks	5	4	3	2	1
4.	Loafs on the job	1	2	3	4	5
5.	Resents being told what to do	1	2	3	4	5
6.	Has a chip on his shoulder	1	2	3	4	5
7.	Seems to resent authority	1	2	3	4	5
8.	Creates disturbances	1	2	3	4	5
9.	Becomes angry when mistakes are called to his attention	1	2	3	4	5
10.	Is insolent and discourteous	1	2	3	4	5
11.	Exhibits "don't care" attitude	1	2	3	4	5
12.	Gets along well with other students	5	4	3	2	1

Total Score

Note: The total score ranges from a low of 12 to a high of 60.

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Mental Retardation: American Assn. on Mental Deficiency, Publicat
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Grass Valley, California, 95945.

Teaching Exceptional Children: Council for Exceptional Children, 1
D.C., 20036.

Community Agencies and Resource Centers in Honolulu, Hawaii

Chamber of Commerce of Hawaii: Dillingham Transportation Buildi
Department of Health: 1250 Punchbowl Street
Department of Labor, United States: 1833 Kalakaua Avenue
Department of Social Services: 1390 Miller Street
Employment Service Division--State of Hawaii:
Industrial Office: 824 Punchbowl Street
Employment Opportunity: 1040 South King Street
Labor and Industrial Relations Department: 825 Mililani Street
Lanakila Health Center: 1722 Lanakila Avenue
Labor Organizations: Refer to Yellow Section of Telephone Director
Manpower Development and Training: 1040 South King Street
Public Health Nurse: 548 Kapahulu Avenue
Social Security: 1181 Alakea Street
Special Education Instructional Materials Services: 1270 Queen Emm
Vocational Rehabilitation and Services for the Blind Division: 1901 K

ation: 115 Thorndike Rd., Philadelphia, Penn., 19115.

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1250 Punchbowl Street
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